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ABSTRACT

This handbook for school administrators and cooperative education coordinators describes State of New York cooperative occupational education programs. It is divided into three sections that focus on program administration, program organization, and program operation. Section 1, Program Administration, presents a philosophy of cooperative education, lists advantages of cooperative occupational education programs, and provides descriptions of cooperative education programs for agriculture education; business, marketing, and distributive education; home economics education; health occupations education; and trade and technical education. Other focuses are scheduling alternatives, teacher-coordinator's role and qualifications, budgeting, and funding. Section 2, Program Organization, discusses guidelines for student enrollment, suggestions for student recruitment and enrollment, finding prospective employers, training stations, advisory councils and consultant committees, legal considerations, credit, organization of related general instruction, Occupational Education Reporting System, records and reports, and student organizations. Topics covered in section 3, Program Operation, include placement, training agreements and plans, student job supervision, steps in creating and maintaining a program, safety, and public relations. A calendar for coordinators is provided. Appendixes, amounting to approximately one-half of the guide, include a glossary, sample forms, and resources. (YLB)

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COOPERATIVE OCCUPATIONAL EDUCATION HANDBOOK

A GUIDE FOR SCHOOL ADMINISTRATORS AND COOPERATIVE OCCUPATIONAL EDUCATION COORDINATORS

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THE STATE EDUCATION DEPARTMENT
Office of Occupational and Continuing Education
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FOREWORD

Upgrading the educational level and skills of the workforce becomes increasingly important as we move further into a technological society. As manufacturing becomes less important, secondary labor market employment openings characterized by low skill levels, low wages, high job turnover rates and high sensitivity to overall economic conditions, will become more difficult to locate. Primary labor market positions in which each subsequent advancement increases skill level, wages, experience and job contacts, will become more prevalent. Future changes in the economy will require the education and training system to produce workers with a high level of skills and the ability to make career changes as the need arises.

Employed youth have usually entered the primary labor market as a result of a sequence of successful work experiences during which they acquired skills, credentials, and job contacts. Unemployed youth do not usually have these opportunities.

There is an advantage in getting a head start in preparation for employment through supervised work experience prior to engaging in full-time employment. One method of getting this headstart, and for facilitating the transition from school to work, is through cooperative occupational education. These school programs are sponsored jointly by the school and public or private concerns that are willing to provide on-the-job supervised, paid work experience.

Several types of work experience programs are suitable for implementation in a modern school system. Each has certain objectives that should be carefully considered in making a selection for implementation.

Perhaps the best known of the cooperative occupational programs are those in agriculture, business and office, marketing and distribution, health occupations, home economics, and trade or technical education. These offerings and other programs in a variety of occupational areas are designed for occupational education students who have made a career choice. Their work experience is planned carefully to provide compatibility with the occupational instruction offered in the school or area occupational center.

This handbook describes the cooperative occupational education programs. It does not include the General Work Experience, STEP, WECEP, or High School Executive Internship Programs because of their specialized natures. Descriptions of these latter programs are provided in separate Department publications.

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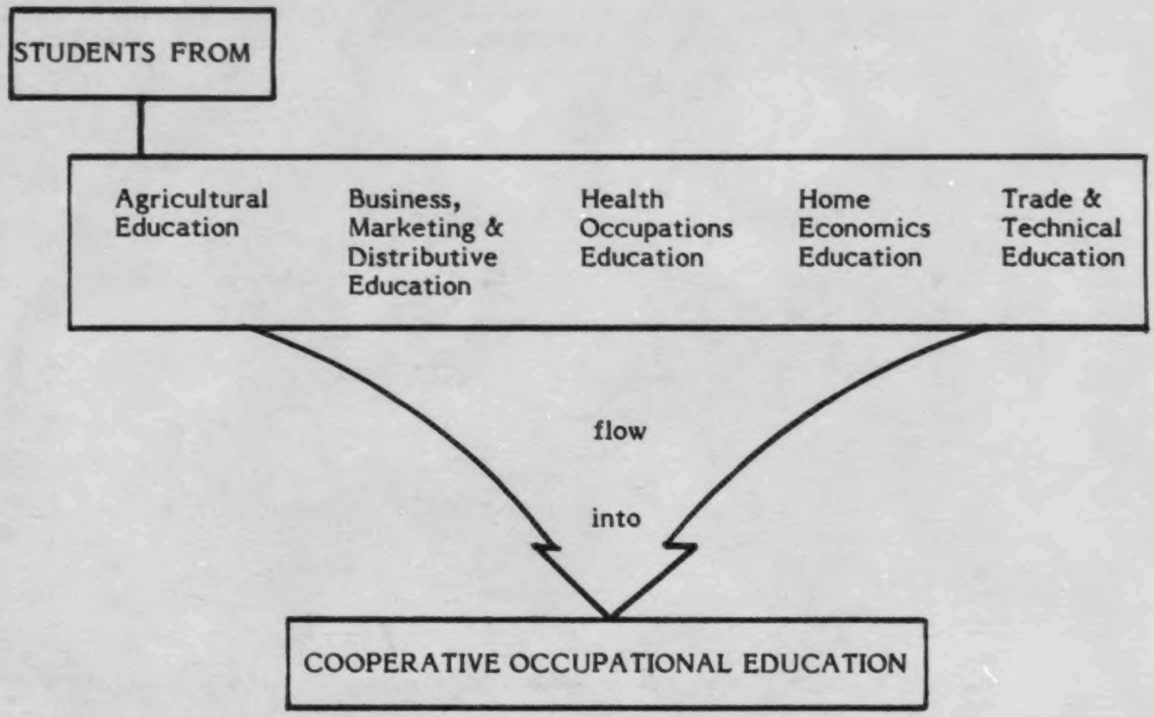
I. PROGRAM ADMINISTRATION

PHILOSOPHY OF COOPERATIVE EDUCATION

Educators have long recognized that an ideal way to prepare for a particular job is to work at that job. In many instructional areas, classroom laboratories closely approximate actual situations, but a better way to obtain job competence is by supplementing the classroom laboratory and instruction with an actual job. While many people think easily on an abstract level, young people sometimes find this difficult. They do, however, learn readily when they see the theory in operation and have an opportunity to practice what they are learning. A cooperative occupational education program provides a work world environment for students to apply and augment classroom skills and knowledges, and to learn to appreciate the meaning and importance of what is being learned.

A student's job is related to an occupational education program whose primary goal is to develop an occupational competency in line with the student's career objective. The job experience in the cooperative occupational education program not only contributes to the occupational competency but can make learning a pleasant experience. For many students it means developing personal initiative, learning to work with others in an adult world, and recognizing the importance of attitude and behavior in association with co-workers.

PROGRAM DESCRIPTION


STUDENTS FROM
Agricultural Education
Business, Marketing & Distributive Education
Health Occupations Education
Home Economics Education
Trade & Technical Education
flow
into
COOPERATIVE OCCUPATIONAL EDUCATION

All Cooperative Occupational Education Programs have the same common objective of providing opportunities for students to learn and perform occupational skills on the job. These programs are designed to permit students to develop and demonstrate their skills at a paid supervised work site where the business and industrial community utilizes training plans developed cooperatively with students and school personnel. There is continuous feedback through a teacher-coordinator to the school staff concerned with the students' performance. In New York State, students usually participate in cooperative occupational education programs following and/or while enrolled in the instructional areas of Agriculture, Business and Office, Marketing and Distribution, Health Occupations, Home Economics, and Trade and Technical Education. See pages 6-13 for program descriptions.

A Diversified Cooperative Occupational Program can be organized to provide experience in jobs related to individual career goals when the occupational courses desired are not available in the school. The term diversified is also used to identify cooperative programs which enroll students from several different occupational education areas under the supervision of diversified cooperative education coordinators who maintain contact with on-the-job supervisors. They relay information to the related occupational teachers regarding remedial, reinforcing, and specialized skills needed, as well as other essential supplemental instruction which each student requires to function satisfactorily on the job.

Appendix B shows a sample curriculum outline for a Diversified Cooperative Occupational Program.

ADVANTAGES OF COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS

While the Cooperative Occupational Education Program is provided primarily for the benefit of the student, there are also benefits to the school, to the employer, and to the community. These may be described as follows:

Student

- Provides a realistic learning setting for a test of interest and abilities.
- Develops an understanding of employment opportunities and responsibilities through direct on-the-job experiences.
- Provides exposure to basic information regarding the need for informed life choices.
- Develops work habits and attitudes necessary for individual maturity and job competence.
- Provides a laboratory for developing marketable skills, particularly for occupations in which no regular institutional instruction is available.
- Gives meaning and purpose to the theoretical and practical assignments presented in the classroom.
- Provides firsthand experience with other employees which leads to better understanding of the human factors in employment.
- Provides financial rewards while employment skills and understandings are being acquired.
- Provides an opportunity to participate in, and profit from, two types of learning environments--school and employment.
- Provides an effective test of aptitude and interest in a chosen field of work.

School

- Expands the learning facilities available for students without major expenditures of laboratory equipment, especially in unique occupations where no occupational education center services are available.
- Brings employers and schools together in a training effort to develop a strong occupational program.
- Brings a wealth of social and technical information to the school which may be used as the basis for effective instruction for the varied needs of students.
- Provides the school with an effective means of evaluating its overall instructional program.
- Increases the holding power of the school by helping students clarify career goals and by providing a practical means of reaching them.

Employer

- Provides an opportunity to become a partner in selecting, instructing, and educating young workers in occupational skills and understandings.
- Obtains assistance from the school in instructing and counseling the students during the transition and adjustment period from the school to the job.
- Provides access to job applicants who may remain in the position upon graduation.
- Contributes a source of new workers who are receptive to instruction.
- Enables contributions to community stability and well-being.

Community

- Provides an effective means of helping young people become productive citizens in the community.
- Increases the economic health of the state and region as employers are able to meet their needs for skilled workers.
- Provides a method of introducing high school students to local employment opportunities.
- Promotes closer cooperation and understanding between community and schools.
- Encourages students to remain in the home community after graduation and promotes a more stable work force.

PROGRAMS AND PROGRAM STANDARDS

Approved cooperative occupational education programs in New York State operate under the State Education Department, Office of Occupational and Continuing Education. Students enrolled receive credit toward high school graduation in one of the following instructional areas: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, and trade and technical education. Instruction related to the cooperative occupational experience is required in addition to academic requirements for graduation. The coordinator of the cooperative program must be certified to teach in a curriculum area where the related instruction and the work experience are to be conducted. Extension of the teaching certificate to that of a diversified cooperative coordinator is necessary when multiple curriculum areas are represented in a single program.

The following descriptions give guidance for establishing specific programs.

COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS

Type of Program	Minimum Age	Types of on-the-job experience available to students	NEW YORK STATE EDUCATION DEPARTMENT
Agriculture	14	Agribusiness, conservation, farm production, horticulture, horse handling, small animal care, agricultural mechanization, agricultural mechanics	Bureau of Agricultural Education
Business and Office	16	Specialized office, general office, bookkeeping/accounting, recordkeeping, data processing, computer sciences	Bureau of Business, Marketing and Distributive Education
Marketing and Distribution	16	Wholesale and retail merchandising, food marketing, transportation and travel marketing, entrepreneurship	Bureau of Business, Marketing and Distributive Education
Health Occupations	16	Support and pretechnical and occupations in medical, nursing, dental, other allied health fields	Health Occupations Education Section, Bureau of Trade, Technical and Health Occupations Education
Home Economics	16	Child care, clothing, food, home furnishings, housekeeping occupations	Bureau of Home Economics and Industrial Arts Education
Industrial	16	Trades, industrial, technical, and related service occupations	Bureau of Trade, Technical, and Health Occupations Education
Diversified	16	Jobs related to an individual's career goal when no instructional program exists or insufficient numbers do not justify separate program.	Division of Occupational Education Instruction

COOPERATIVE AGRICULTURAL EDUCATION

Cooperative educational experiences in the field of agriculture can be in the area of farm production management and mechanization, agricultural mechanics, agribusiness, conservation, horticulture, small animal care, and horse handling and care. Students in some of these areas may have to work beyond the average work day to gain necessary experiences since many jobs cannot be performed on preset schedules because of seasonal influences and the biological nature of plants and animals.

Agriculturally related occupations incorporate some of the most hazardous jobs in existence. Machinery, animals and chemicals may present numerous challenges to worker safety. Consequently, several agricultural jobs have been declared hazardous and certain youths may not be employed to perform them. Reference should be made to New York State Labor Laws, Sections 130 through 140; The Code of Federal Regulations Title 29, Sections 570.70 through .72; and to the Safety Instruction Manual for Programs in Agricultural Education.

Most students can obtain exemptions from many employment restrictions if they have completed an appropriate education program or are enrolled in such a program and have received safety instructions related to the hazardous job for which skill development is desired.

Restrictions to employment and exemptions for youth are also described in the New York State Department of Labor publication: Laws Governing Employment of Minors.

Consulting services are available to schools from the Bureau of Agricultural Education. The Bureau publication Cooperative Agricultural Education, Teacher/Coordinator Handbook, is also available upon request from the Publications Distribution Unit, Room 169, Education Building Annex, Albany 12234.

COOPERATIVE BUSINESS, MARKETING AND DISTRIBUTIVE EDUCATION

Cooperative work experience on a part-time basis is highly recommended for business, marketing and distributive education majors. The cooperative work experience should be related to the student's curriculum major. Undoubtedly a major contribution of cooperative part-time work experience is the self-confidence that it can develop in the young worker. It is not uncommon for students to be offered permanent employment by employers if their work has been extremely satisfactory during the part-time service.

Students may earn elective course credit for participating successfully in an approved cooperative work experience program. If the students are to be granted Regents credit, the program must be supervised by a properly certified business or distributive education teacher or a vocational education teacher certified as a diversified work experience coordinator. A training plan must be prepared for each student. Grades and course credit for classroom and cooperative work experience are separate and discrete items. The student participating in the cooperative work experience program must be simultaneously enrolled in a course of study related to the student's occupational major. Hours worked by a student on a day when he or she did not attend school should not be counted in determining the student's total hours of work experience unless there are unusual extenuating circumstances.

More specific details for business, marketing and distributive education programs may be obtained from the Bureau staff or the Administrative Handbook for Business, Marketing and Distributive Education which is available upon request from the Publications Distribution Unit, Room 164, Education Building, Albany 12234.

COOPERATIVE HOME ECONOMICS EDUCATION

Cooperative programs can be developed in any home economics occupational area. A potential student is encouraged to take related consumer homemaking or occupational courses prior to, or along with, their cooperative program.

Appropriate characteristics of students for each occupational education area are listed below. Types of facilities appropriate for the cooperative work experience are also listed for each occupation.

- Child Care Occupations:
  - Desirable Qualities - genuinely interested in children, understands children's behavior, has high standards for cleanliness and sanitation, reads books entertainingly, interprets written instructions correctly, uses the English language acceptably, is dependable, soft-spoken, resourceful, patient, kind, cheerful and has good sense of humor.
  - Community facilities - family homes, hospitals, children's homes, stores, hotels, and resorts, camps, day care centers, multi-unit housing, medical centers, social agencies.
- Clothing Occupations:
  - Desirable qualities - adept in use and care of tools, able to follow directions, has good muscular coordination, is meticulous in clothing construction, works effectively with color and line, maintains suitable grooming, and exhibits aceptable social behavior.
  - Community facilities - family homes, hospitals, stores, hotels, nursing homes, dry cleaning and clothing manufacturing establishments.
- Food Occupations:
  - Desirable qualities - clean, neat, honest, conscientious, attends to details, sensitive to preferences of others, pleasing in manners, agile, and has good motor coordination.
  - Community facilities - family homes, hospitals, stores, hotels, camps, clubs, nursing homes, day care centers, food service establishments, supermarkets, schools.

- Home Furnishings Occupations
  - Desirable qualities - adept in mathematics calculations, dexterous, neat, resourceful, sensitive to color and design, interprets directions effectively.
  - Community facilities - family homes; stores; hotels; camps; clubs; interior decorating, manufacturing and refinishing establishments.

- Housekeeping Occupations:
  - Desirable qualities - honest, courteous, clean, neat, healthy, interested in people, diligent, efficient, dependable, and open to learning new approaches.

  - Community facilities - family homes, hospitals, stores, hotels, camps, clubs, nursing homes, day care centers, multi-unit housing, food service establishments, supermarkets, schools, medical centers.

Cooperative work experience should be planned with each employer to provide a variety of experiences for each student. If the work experience is a Capstone program, the training plan should include further development of skills learned in the occupational education program plus promotion of other advanced skills.

A training plan should be developed by the educational agency and then reviewed by the employer so that additional tasks or deletion of tasks can be agreed upon. The coordinator should make periodic checks with the employer and leave telephone number and contact procedures with the employer.

COOPERATIVE HEALTH OCCUPATIONS EDUCATION

Description

Cooperative programs in health occupations education combine classroom instruction with on-the-job training to promote student development of occupational knowledges, skills, and attitudes for competent performances as health or allied health employees.

Employment opportunities are available at all levels of the rapidly expanding health and allied health career ladder, with potential for both horizontal and vertical mobility. The demand is great for both male and female health and allied health workers.

Health occupations for which youth may receive training are dental assisting, dental laboratory technology, medical assisting, medical laboratory technology, medical supply assisting, mental health assisting, environmental health assisting, nurse assisting, home health assisting, medical therapy assisting, school health assisting, and others. Workers may enter the health field at various occupational levels depending upon their education and training.

Program Planning

The many suggestions included in other sections of the publication will guide local planners in developing an effective, cooperative health occupations education program or incorporating health occupations training in a diversified cooperative occupational education program. Cooperation is an essential element in planning, scheduling, supervising, and evaluating the program. The employer, coordinator, members of the teaching team, and the student all share in the development of an appropriate training plan. As the occupational goals of each student are determined, performance potentials should be carefully examined in relation to the degree of complexity of functions and responsibility of the particular health occupation or health occupations cluster in view. This practice will encourage success and tend to increase student and employer satisfaction. High achievement may warrant transfer to a more complex situation with expanded occupational goals. Depending upon the nature and operation of the cooperating institution, laboratory, or agency, on-the-job employment may be for the day, afternoon, evening, or weekend hours.

Student employment locations should be carefully selected to provide exposure to positive learning experiences in real work settings. Among the wide variety of potential health and allied health employment situations in communities are hospitals, nursing homes, clinics, doctors' offices, medical centers, medical laboratories, Red Cross units, social and family service agencies, public and private nursery schools, day care centers, sanitariums, centers for elderly and handicapped, rehabilitation centers, summer day camps, children's homes and retirement communities.

Cooperating health industry employers assist in developing the training plan and agree to provide a variety of experiences to contribute to a student's breadth of training and potential mobility in future employment. The student should have opportunity to become involved in all possible regular and incidental responsibilities associated with the performance of a particular job. This experience provides opportunity for student application, evaluation, and the extension of the concepts, understanding, and skills gained through previous class instruction and laboratory practice, and for development of positive habits, relationships, and attitudes toward work. While prime attention is focused on trainee acquisition of minimum skills necessary to successful job performance, all possible avenues to excellence and advancement should be encouraged during this cooperative venture.

Some concerns which pertain particularly to the development of programs in the health occupations field include (1) safety regulations, (2) specialized contracts with certain types of employing agencies, (3) special protective arrangements such as malpractice insurance, (4) physical examination as a prerequisite to enrollment, (5) choice of student uniforms in relation to those of potential employment situations; and, if applicable, (6) conditions of licensure for selected occupations which may govern standards of facilities and supervisory and teaching staff.

Activities

Prior to placement in an employment situation, instruction may focus on such concepts as the scope of employment opportunities in health and allied health; organization of health and medical care units; the health care team; relationships involved in health occupations; asepsis, and prevention of infection; safety and accident prevention; body structure and function; nature of clients; psychology of patient care; selected emergency, regular, and specialized patient care procedures.

During the period of employment, the work situation should provide a variety of activities which integrate and extend the learnings acquired through previous class instruction and laboratory practice, and promote the development of new and related skills. Cooperating health industry employers should agree to assign gradually increasing responsibility to the student employee which will effect full exposure to the range of task assignments expected of a regular employee. The student should experience interaction with supervisors and employees, patients/clients, and others involved in the performance of job assignments; the regularity of reporting and leaving at specified times; and the opportunity to function as part of a team effort where appropriate to the job. This combination of experiences provides meaningful realism to training program objectives. Classwork during this time may focus on directly related instruction such as appropriate use of specialized equipment; performance of procedures unique to the situation; central supply and distribution techniques; laboratory and clerical procedures; worker attitude, adjustment, and advancement; and management of personal and employment resources. When part of a diversified program, related instruction may include as few as one or two class sessions per week in which the coordinator deals with general problems, attitude development, and preparation for transition from school to work.

Supervision and Evaluation

The training plan should include specific provision for supervision and evaluation of student performance. Supervision is a shared responsibility of the coordinator, the employer, and the health occupations teacher. When licensed occupations are involved, unique regulations governing the qualifications of supervisory staff and the nature of the supervision may prevail.

Evaluation of student performance and progress toward occupational objectives is of utmost importance. Such appraisal will indicate the degree to which the student can be expected to function independently on the job, and pinpoint those concepts, skills, and attitudes which need further development through study, practice, or discussion. Opportunity for periodic conferences between the student, agency personnel, and the coordinator to assess and discuss progress is important to this phase of the program. Examples of tools for assessing student progress for use by the student, employer, coordinator, and teacher are rating scales, checklists, task and performance charts, and time and wage forms. An employability profile specifying required tasks serves as a useful tool in this process, and as a permanent record of achievement.

The Health Occupations Education Section of the Bureau of Trade, Technical, and Health Occupations Education will provide assistance to school administrators or coordinators who are considering the development of a program in cooperative health occupations education or a diversified cooperative occupational education program involving health occupations training.

COOPERATIVE TRADE AND TECHNICAL EDUCATION

Description

Cooperative programs in some trade and technical occupations involve placement in industrial plants and other work environments which often include hazardous surroundings. Although students who work in such situations become aware of actual industrial and trade working conditions as well as opportunities available in the industry, placement in hazardous situations mandates instruction in safety procedures prior to on-the-job experience. Continuous instruction in safety should be concomitant with work experiences.

Cooperative education students can often receive advance credit by industry as they enter a trade union or a joint apprentice program. These opportunities should be made known to the student. Knowledge of such opportunities may help motivate the student to further education providing greater understanding of the purposes of educational programs.

In many school systems, the cooperative occupational education program is the only means by which students have access to trade training at the secondary level. Students who are permitted to work with or near adults performing the same tasks, gain a self-respect that improves their whole attitude toward school and work. This can help reduce the dropout rate and bring industry and education closer together for mutual understanding and respect.

Program Planning

Advance planning for a cooperative trade and technical program must include determination of needs of both students and industry. A committee should be appointed to help do this, and to assist in setting up a complete program. This committee should consist of education, business, industry, and organized labor representatives. In addition, a consultant committee knowledgeable about a specific industry should be organized for each industry or trade cooperating with the school program.

It is advisable that each cooperative student receive at least one year of appropriate in-school skill and related training before being placed in cooperative work experience employment. Careful consideration should then be given to the appropriateness of the training activity and of the related instruction, and to integrating these in the outline for the cooperative training.

Activities

Students in a cooperative occupational education program may be employed in any of a long list of trade or industrial employment situations. They should be placed in situations where they come in daily contact with journeymen in the trade to which they aspire. It is also important that students be given opportunities to perform all tasks that a job requires.

All of these aspects of training should be specified in the student's training plan and continuous evaluation made to see that the plan is followed.

Supervision and Evaluation

Supervision and evaluation procedures should be agreed upon by the cooperative coordinator and the in-plant supervisor ahead of student placement. Provisions should be made for the cooperative education coordinator and the in-plant supervisor to discuss privately and periodically the rating sheets and other materials which will later be placed in the student's confidential file. Provision should also be made to discuss with the student all perceptions of the progress being made and any problems being encountered. A friendly supportive relationship furnishes one of the keys to success for all concerned.

Where a separate related classwork teacher is employed, the coordinator should carry on dialogue with the teacher to promote correlation of the related instruction to activities on the job. The success of a program relates directly to the effectiveness of the coordinator as a liaison person.

Staff of the Bureau of Trade, Technical and Health Occupationsl Education will be able to supply a variety of helpful assistance to school administrators and coordinators who are about to inititate a program of this type.

BASIC CRITERIA FOR AN APPROVED PROGRAM OF COOPERATIVE OCCUPATIONAL EDUCATION

1. The Board of Education has acted on inclusion of cooperative occupational education as a program offering.
2. The students are employed under current State and Federal labor laws and regulations.
3. A written training agreement is in effect between the participating employer, the educational agency, and the student.
4. A written training plan is used for each participating student.
5. Health and safety instruction appropriate for the job is provided before employment, and continued on the job.
6. In-school related occupational instruction (as well as required academic instruction) is provided for all participating students.
7. All students are meeting, or have met, academic requirements for graduation from high school.
8. Credit is awarded in relation to competencies being satisfactorily achieved on the basis of 150 hours being equal to ½ unit of credit, 300 hours to 1 unit of credit, 600 hours for a maximum of 2 units of credit.
9. The program is conducted by a teacher/coordinator certified in a single vocational subject, or by a diversified occupational education coordinator certified in more than one subject area.
10. The program has been approved by the Office of Occupational and Continuing Education, State Education Department.

SCHEDULING ALTERNATIVES

Innovative scheduling arrangements are limited only by the willingness of the school and employers to develop programs to serve the interests and occupational education needs of the students.

Consideration should be given to the scheduling in the early planning stages of developing the school's master schedule. In this way, it is possible to schedule the academic and related occupational subjects to avoid conflicts for those students who desire to participate in the cooperative programs.

Quality programs depend on the built-in flexibility of the school's master schedule, the school's willingness to adjust student schedules, the hours when employers can utilize student services, transportation facilities available to assist students in traveling from school to their training stations, and the availability of qualified staff with adequate time for related instruction, coordination, and supervision.

Released Time Schedule

Student schedules are arranged to permit late arrival following morning work or early dismissal for afternoon work. Required academic and occupational subjects are scheduled when students are at school.

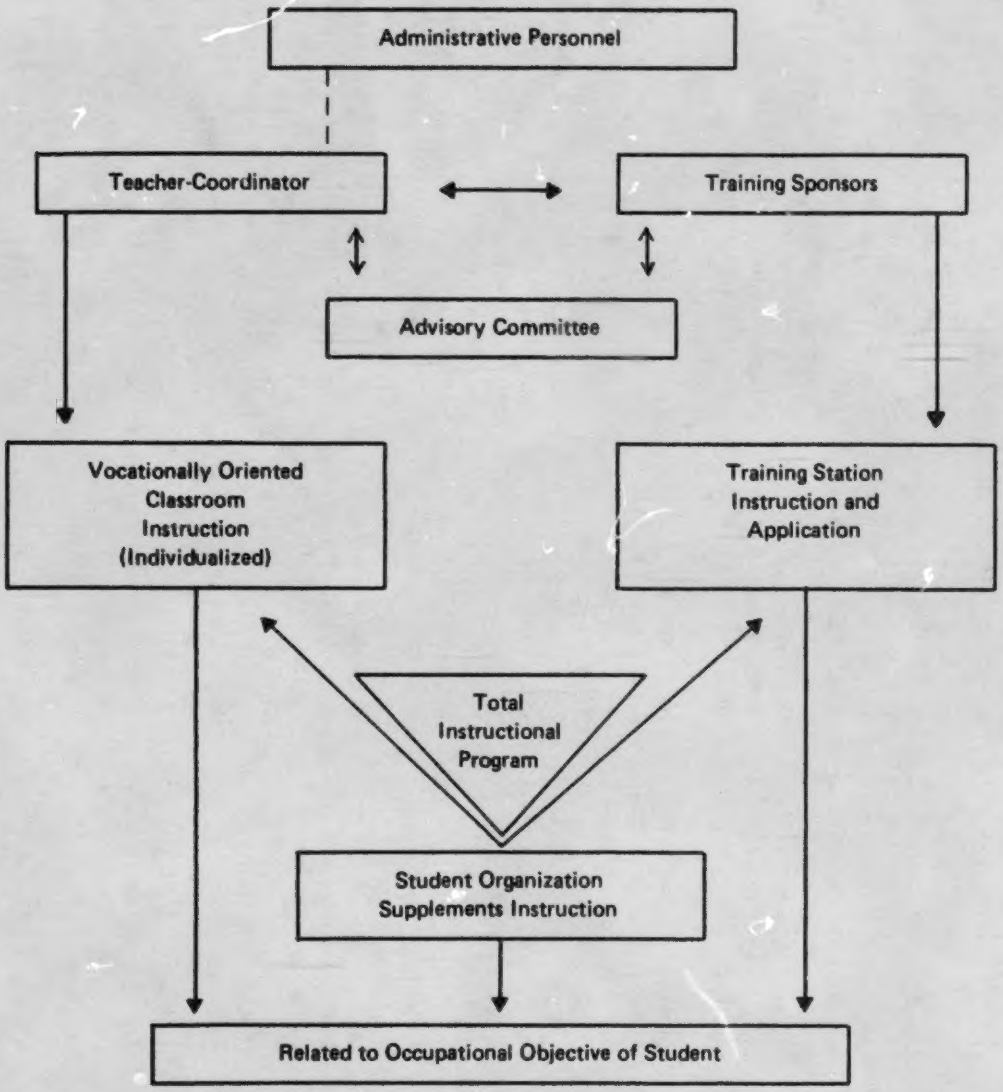
Alternate Days, Weeks, or Months

This type of scheduling provides for two students being scheduled for the same job. While one student is working, the other is in school, usually scheduled for two or more periods of required academic and related occupational subjects. The cooperative work experience group should be large enough to effectively take advantage of this type of scheduling arrangement. The advantage of having two students work on a continuing, nearly full-time basis on the same job provides for continuity of learning, flexibility to adapt, and a feeling of responsibility to the employer.

Summer Scheduling

Because of the nature of certain kinds of employment, such as agriculture, conservation, food services, resort and hotel housekeeping services, waiter-waitress training, health occupations, or building trades, it is sometimes desirable to schedule the work experience phase of these cooperative work experience programs during the summer months. A continuing school year program, properly coordinated and supervised, an extended school year program, or a registered summer school program all provide extra work experience opportunities. Academic and related occupational subjects may be taken prior to the work experience phase, or concurrently with the work experience phase of the program. Supervision by a teacher-coordinator is essential if Regents credit is to be granted.

ORGANIZATIONAL PLAN FOR COOPERATIVE VOCATIONAL EDUCATION


Administrative Personnel
Teacher-Coordinator
Training Sponsors
Advisory Committee
Vocationally Oriented Classroom Instruction (Individualized)
Training Station Instruction and Application
Total Instructional Program
Student Organization Supplements Instruction
Related to Occupational Objective of Student

Handbook For Cooperative Vocational Education In Illinois
State Board of Education. Illinois Office of Education,
Springfield 62777.

ROLE OF THE TEACHER-COORDINATOR

Public Relations	Guidance	Teaching	Coordination	Program Operations
Explains cooperative occupational education to business, industry, and civic groups.	Explains cooperative occupational education to students, parents, school faculty and administrators.	Prepares and revises teaching materials.	Locates and establishes appropriate training stations.	Reviews original plans for implementing.
Participates in community functions.	Recruits and selects students for cooperative occupational education.	Maintains and updates teaching resource materials.	Places students at appropriate training stations.	Plans a well-rounded program of work.
Plans, prepares and obtains publicity.	Works with students to select appropriate training stations.	Makes yearly, monthly and weekly plans, as well as daily lesson plans, for related instruction.	Prepares training agreements and plans.	Arranges for adequate classroom facilities and equipment.
Keeps in contact with school administrators, business, industry, and community organizations.	Follows up on student progress.	Presents related classroom instruction to students.	Coordinates classroom activities with on-the-job experiences.	Makes a community survey.
Arranges and directs special events related to cooperative occupational education.	Works with school guidance counselors.	Provides for classroom participation experiences for students.	Evaluates with employers students' progress on the job.	Plans a budget for needs of cooperative occupational education.
Takes part in extracurricular and other school activities.	Conducts individual conferences.	Evaluates the results of instruction.	Makes on-the-job and home visits.	Maintains records and prepares necessary reports.
Publicizes the adult occupational education programs.	Maintains occupational information library for student use.	Encourages students to participate in school activities.	Provides needed information to supervisors.	Organizes, encourages, and supervises student organization activities.
	Acts as a training consultant to business and industry.	Promotes good citizenship in students.	Teaches and/or coordinates the adult occupational education program when appropriate.	Works with advisory and consultant committees.
			Participates in professional organizations.	Conducts follow-up studies.
				Evaluates each aspect of the program.
				Keeps in contact with SED.

COORDINATOR QUALIFICATIONS

The coordinator has a wide range of responsibilities as a competent teacher; a public relations person in the school and community; a counselor dealing with educational, social, occupational and personal problems; an administrator who keeps records and arranges schedules; and an evaluator of student progress in the classroom and on the job. See Role of the Teacher-Coordinator on page 16.

Personal Qualities

The teacher-coordinator provides important links for students, school and community and, therefore, must possess a wide variety of personal qualities including:

- A businesslike manner and dress to deal effectively with community and school personnel.
- Tact and patience in dealing with problem or unique situations, and with difficult student or placement situations.
- Administrative ability to organize a student's time and activities in relation to employment.
- Enthusiasm to inspire the unmotivated student or potential employer.
- Resourcefulness to locate useful student materials.

Most of all, a coordinator must be a self-starter whose day is open and flexible! He or she must be able to plan each day for the most effective use of time and then be able to achieve planned objectives.

Professional Preparation

Professional preparation should include both appropriate occupational courses and actual employment experience which can become the basis for effective classroom instruction and program operation. Details on professional preparation for certification of the coordinator of cooperative occupation programs may be obtained from the Division of Teacher Education and Certification, State Education Department.

The diversified teacher-coordinator must have either a provisional or permanent certificate for teaching an occupational subject or industrial arts plus six semester hours of collegiate-level study in the organization and development of cooperative occupational education programs. The collegiate program must be registered and/or approved by the State Education Department. The equivalent of one year of experience in an appropriate occupation subsequent to high school graduation must be part of the total credentials.

The school administrator should seek a coordinator having the personal qualities identified as well as the teaching certification appropriate to the occupational fields in which students will be placed.

Occupational Experience

Varied occupational experiences will enable the coordinator to think in terms of the employee and to talk in the language of the employer. This ability usually comes from close association with those in the field. Work experience background also helps to develop an understanding of desirable employer-employee-school relationships.

In summary, qualities for a successful teacher-coordinator include drive, a pleasing personality, emotional stability, physical stamina, administrative ability, depth in subject matter, ability to teach youth and adults, flexibility to meet constantly changing situations and the ability to work harmoniously with many groups.

Coordinator Workload

The number of teacher-coordinators needed to supervise a particular cooperative program will be influenced by

- Number of trainees participating.
- Number and diversity of occupations involved.
- Number of cooperating training establishments.
- Geographic size and environment of the community.
- Number of students receiving similar related instruction.
- Types of cooperative programs to be conducted.
- Records required.
- Availability of secretarial assistance.

It is very important that a teacher-coordinator for a new program be hired at least two months before students are placed in employment. It is advisable to employ a teacher-coordinator on an 11-month working schedule. The continuity of the program as well as the quality of the training sites will be seriously affected if the program must terminate each year at the end of the school term.

The responsibilities of a cooperative occupational education teacher-coordinator cannot be equated with those of regular classroom teachers. The coordination of on-the-job training with classroom instruction requires a minimum of one-half hour per student per week. If a teacher-coordinator has twenty-five cooperative education students, which is an average size class, the weekly work load might be similar to the following:

Daily	No. of hours per week
2-3 hours of related classes	10-15
1-2 hours of preparation and individual student contacts in school	5-10
3 hours of coordination (employer or training station contacts)	15
Total:	30-40

The example given does not take into account the variances in student needs or community characteristics which may require that the coordinator spend more time with individual students or with the employing firms. One-half hour per student for coordination is recommended with the assumption that each training station should be visited on the average of once every month and the objective of the call can normally be achieved in one-half hour. Some coordination calls may take 15 minutes, others may take several hours. When the employment community is geographically large, or widely dispersed, or not in close proximity to the school, more time is required to get to and from the firms which employ students.

The workload for the coordinator who does not teach the related class, but works with fifty students, might be as follows:

Daily Work Load	Hours Per Week
5 hours of coordination per day	25
1-2 hours of individual student and related class teacher contact	5-10
Total:	30-35

PROGRAM BUDGETING

A program budget should cover provision for adequate staff, facilities, instructional materials, professional enrichment, and transportation.

1. Office space - The coordinator should have a private office to conduct counseling sessions, contact employers and complete reports.
2. Office equipment - A desk, file cabinet and a telephone are required. A telephone answering recorder could provide coverage during the day, weekends and over vacation periods. Access to word processing equipment is a definite advantage.
3. Secretarial assistance - The coordinator needs a full-time secretary for typing numerous required documents (training plans, advisory board letters, public relations materials, tax credit forms, end-of-year reports). In addition, student workers may perform routine office work which permits the coordinator to spend more time with individual students and employers.
4. Display/bulletin boards - Pictures of students, news articles, and employment data exhibited for student information are desirable.
5. Classroom - Space is needed for the teacher to conduct the related instructional class.
6. Transportation - A travel allowance is needed for coordination activities. School districts may choose to assign a school-owned vehicle to the coordinator rather than provide a mileage allowance.
7. Salary - Coordinators should be employed on an 11-month basis, thus providing for summer coordination.

The following suggested budget for fifty students, in 1981-82 dollar amounts, represents items needed to conduct a quality program:

Classroom Instructional Materials	
Textbooks and workbooks	$ 450.00
Student magazine subscriptions, i.e., "Career World"	150.00
Related occupational textbooks for individual instruction	120.00
Testing materials	60.00
Filmstrips	225.00
Film, flash cubes and film developing (10 rolls)	100.00
Program operation materials	
Brochures (1000)	135.00
Business cards (500)	48.00
Job introduction cards (500)	25.00
Employer/employee banquet printing	75.00
Student and employer certificates	50.00
Coordinator's subscriptions, i.e., "Personnel Journal"	78.00
Dues for school district memberships (business & industry associations, personnel society, etc.)	84.00
Total	$ 1600.00

FUNDING FOR COOPERATIVE OCCUPATIONAL PROGRAMS

Educational agencies interested in offering cooperative occupational programs may be eligible for financial assistance and should contact the Division of Occupational Education Instruction for the latest information on policies and procedures for submitting program proposals.

COOPERATIVE APPRENTICESHIP PROGRAM

The Cooperative Apprenticeship Program (CAP) was implemented by the New York State and United States Departments of Labor in answer to a need by youth seeking apprenticeships in a competitive apprenticeship market. It links up with the in-school occupational cooperative education program and furnishes the next step for students of the in-school programs.

To start the program, occupational cooperative work experience coordinators identify students who are already working part-time in apprenticeable occupations. The occupations are reviewed for approval by the NYS Department of Labor or by the Federal Bureau of Apprenticeship to assure that they are apprenticeable occupations.

New apprenticeable occupations need approval and registration under the procedures outlined in Registration of Apprenticeable Programs and Agreements, Labor Law-Article 23.

After graduation from high school the CAP student is transferred by the participating school to full apprenticeship. The apprenticeship then proceeds through cooperation of the local educational agency representative and the apprentice training representative.

Students who are accepted for enrollment in CAP must be at least 16 years of age and completing their regular academic requirements for high school graduation. They must have demonstrated interest, ability, and aptitude for the occupations where apprenticeships are sought; and they must be or have been enrolled in educational programs which provide training for these occupations.

In addition to entering the CAP Program through an occupational cooperative education program covering such areas as agriculture, business, marketing and distribution, health occupations, home economics, trade or technical occupations, students may come from a diversified occupational cooperative program or from an approved Work Experience and Career Exploration Program (WECEP) which orients and introduces them to occupational education.

Students in the CAP program earn credit toward high school graduation in an occupational education subject area since their apprenticeship has been in conjunction with their subject major. Credit is granted on an hour-for-hour basis as substitution for classroom related instruction. A limit of two units of credit may be earned through a cooperative apprenticeship program.

A 1982 New York State approved list of apprenticeable trades is given in Appendix C.

For further information, contact the New York State Labor Department Job Training Specialist, the United States Apprenticeship & Training Representative, or the designated local education agency.

Other Work Experience Programs

General Work Experience	For general or academic students to learn about the world of work, to earn money, to develop life and coping skills and to improve basic academic competencies. Ages 16-18.
Work Experience & Career Exploration Program (WECEP)	Same as above. Ages 14 and 15.
School-to-Employment Program (STEP)	This is a funded work-study program for potential school dropouts 15 years of age, or older. Whether or not students work toward a diploma, is a student-and-parent option.

For further information see Education Law Section 4606, Commissioner's Regulations 141.8

II. PROGRAM ORGANIZATION

GENERAL GUIDELINES FOR STUDENT ENROLLMENT

Much of the success of cooperative occupational education depends upon the students enrolled. Students do not have to be in the upper quartile academically, but should possess aptitude and qualifications required for success in a given occupation. The objectives of a program of this type can only be attained when the student is capable and desirous of receiving training. To insure equal access of all students to the program see Legal Considerations, page 31.

The following are qualified steps to take for enrolling students:

1. Make a general announcement concerning cooperative occupational education at least two months before the preregistration for the next school year.

2. Have all interested students fill out an enrollment application form.

3. Make arrangements with the school counselor to obtain various test scores and other confidential information which will not be reported on the application form.

4. Interview each student personally to obtain additional pertinent information before a final selection is made.

5. Make the final selections, keeping in mind those who

    a. Have a definite occupational objective.
    b. Have parental approval for participation in cooperative occupational education.
    c. Have the ability and willingness to work.
    d. Are the appropriate ages for the jobs and hours.
    e. Have done well in other subjects.
    f. Have good school attendance.
    g. Will be able to work the minimum required hours per week.
    h. Will be able to get to and from their training stations.
    i. Have interest in occupations in which adequate training stations are available.

Chapter 53 of the School Laws of 1980 requires each district to have a screening process to identify both handicapped and gifted children. See Screening in New York State, August 1980, and The Individualized Education Program, November 1979, both issued by the New York State Education Department.

Gifted and Talented Students

Research has shown that gifted and talented children often have great difficulty in choosing a career goal and need more help than average students because of conflicts between unique abilities and the pressures of our structured society. Subtle prejudices displayed by both adults and peers may influence the freedom they feel to choose occupations that appeal to them or for which they have outstanding aptitudes. Perceived prejudices may have biased their concepts of various occupations leaving a great need to develop understandings for realistic assessments.

The school administration must, therefore, provide resources and the sensitive help that enables the gifted and/or talented to evaluate the occupational field more clearly in order to understand that cooperative education provides an important vehicle which can open up exciting possibilities for them.

Gifted or talented students are those identified as academically gifted or talented, and those who display excellence in specific occupational skills or possess high vocational aptitudes. Some students may combine two or all three of these characteristics.

Academically talented students may need not only to develop more positive attitudes toward occupational endeavors but greater self-confidence in developing personal skills to prepare them for the occupational world.

It is imperative when dealing with education of gifted and talented students to provide appropriate and adequate enrichments to challenge and to promote both high interest and steady progress toward full development. Program plans must, therefore, be carefully prepared and kept flexible. Because this is possible in cooperative occupational education the program lends itself admirably to the needs of these students.

Handicapped Students

Educators, legislators, and the general public increasingly expand their understandings of how children who require special education can benefit greatly from occupational education.

While there are no definitions that guide absolute judgments of a child's strengths or weaknesses, students who require special education might include those mentally retarded, legally blind, partially sighted, hard of hearing, deaf, physically handicapped, learning disabled, or with speech/language impairment.

Part 200 of the Regulations of the Commissioner of Education will be in effect as of July 1, 1982. Section 200.4 of the new Part 200 requires that services be provided for handicapped children based upon an analysis of each child and the establishment of an Individualized Education Program (IEP). Section 200.6 requires that special education instruction and related services be provided by appropriately certified or licensed individuals.

Teachers of students with a variety of handicapping conditions should have earned one of the following certificates: (1) teacher of special education, (2) teacher of mentally retarded, (3) teacher of physically handicapped, or (4) a regular certificate plus a statement of continued eligibility for teaching children who are emotionally disturbed, children with special learning handicaps, or the multiply handicapped. If the certification belongs to the latter category, it should reflect the most common handicap among the students in the class or program. Where the student group has children who are deaf, hearing impaired, blind or partially sighted, supportive services of a specialist certified in the area of services needed must be identified in the pupil's IEP, and provided accordingly.

Where classes of students with handicapping conditions are to be provided with instruction in an occupational subject the teacher must be certified in that occupational subject. The special education teacher and the occupational education teacher shall work together to provide the curriculum modifications described in a student's IEP.

The above regulations were approved by the Board of Regents on April 24, 1981 and local school administrators were notified in a letter August 25, 1981 signed by Commissioner Gordon M. Ambach.

Your Child's Right to an Education, A Guide for Parents of Children with Handicapping Conditions in New York State, published August 1981, should be made available to every parent of a child with a handicapping condition, or suspected of having a handicapping condition. The school district is required by law to find all children from 4 to 21 years of age who are educationally handicapped or suspected of being educationally handicapped.

Cooperative occupational education can provide particularly important opportunities for education that will benefit the handicapped and society at large. Whereas the IEP is the mode for any student's cooperative occupational education program or training plan, it is especially helpful for education of the handicapped.

Individualized Education Programs. Measurable behavioral objectives geared specifically to the individual student will guide those who are responsible for providing the learning environment and promoting the competencies to be achieved. Time required for achievement will vary, and should be allowed to vary according to the needs and characteristics, be the student "average," gifted or talented, or handicapped.

SPECIFIC SUGGESTIONS FOR STUDENT RECRUITMENT AND ENROLLMENT

I. Recruitment

A. Homeroom/assembly talks and presentations

- The teacher-coordinator
- Recent graduates
- Participating students
- Counselors
- Training station sponsors and other business/industry representatives

B. Displays

- Skits and films
- Products or tools students are using in their training
- School store window displays prepared by students (changed frequently)
- Student projects

C. Career Information Day (or Week)

D. Publicity

- Local newspaper articles
- School paper articles
- Bulletin board presentations
- Pamphlets, bulletins, and brochures on cooperative occupational education
- Radio/TV programs

E. Personal interview

- Prospective students not working
- Prospective students working part-time
- Home visits with parents

F. Questionnaires to eligible students

G. Follow-up questionnaires with application blanks

H. Recommendations of subject area teachers

II. Enrollment

- Identify students who need, desire and can profit from this type of instruction.
- Place students carefully to help prevent loss of their self-confidence.
- Establish and maintain good relationships with students, administrators, parents, business and industry representatives.

CANVASSING FOR PROSPECTIVE EMPLOYERS

It is a disservice to the student and to the program to generate interest in having employers hire cooperative students without having particular students in mind. By seeking an employer first and matching the student's abilities to that training station, the focus of the program becomes one of job placement rather than cooperative education. The student's education should be of primary importance.

A coordinator's procedure for student placement could be as follows:

1. Coordinator learns of student's interest and abilities for a cooperative work experience program.

2. Coordinator identifies potential work stations that would fit.

3. Coordinator approaches employer about the possibilities and explains the entire program.

4. Coordinator furnishes student credentials (using student information release form).

5. Coordinator arranges for job interview between student and employer.

6. Coordinator formalizes specific arrangements in the training agreement and plan, if student is hired.

7. Coordinator establishes and maintains an ongoing and professional relationship with employer throughout the program.

TRAINING STATIONS

A site where students are employed is a laboratory for cooperative occupational education. The effectiveness of the laboratory portion of cooperative occupational education depends upon appropriateness of the location, the type of the establishment, and the management of the training station.

A good station is one which challenges the ability of the student with an employer who understands cooperative occupational education and is wholeheartedly interested in it. The cooperating employer must be fully aware of responsibility to the program. Both the employer and the school should provide effective on-the-job supervision of the student.

Training stations are secured through several methods. The coordinator may contact business firms in person. Employers often notify the coordinator or the school of their interest in having student workers. Advisory/consultant committees furnish contacts. Students who secure their own jobs must obtain approval from the coordinator.

Considerations in selecting the proper training station:

Will the establishment provide a training station rather than a work station?

Is the employer sincerely interested in the cooperative educational training of a student?

Do the employer and regular employees have a sincere interest in providing on-the-job experiences for the student?

Are the objectives of the program understood and accepted by the employer?

Is the employer or sponsor able and willing to provide employment for a student during the entire school year or for an appropriate time?

Will a sufficient number of hours of profitable training be provided?

Does the firm under consideration have equipment and the type of work adequate to provide good training?

Will the student be trained under desirable working conditions?

Are those to be assigned as training sponsors enthusiastic about the program?

Will the students be supervised by a competent person on the job?

What is the reputation of the employer in the community?

Does the employer carefully select employees?

Are wages compatible to wages paid for similar occupations in the community?

Does the employer or sponsor recognize the value of technical training for the occupations?

Is the firm conveniently located with respect to the student's school and home?

Are there opportunities for employment after training?

Are there opportunities for advancement?

Securing a training station for a student must be done through personal contact by the coordinator with the employer. The placement of a student must be approached in a professional manner where a relationship is established between the coordinator, the supervisor and the student so that each understands the other's responsibilities. It must never be just a job.

Before making a visit to a potential training station, the coordinator should research the company or business. At the training site, the coordinator should meet the supervisor and assess the training environment, explain the program, and answer all the employer's questions.

ADVISORY COUNCILS AND CONSULTANT COMMITTEES

An advisory council, appointed by the board of education, is an integral and mandated part of any State-approved cooperative occupational education program. Furthermore, a liaison must be established to facilitate the interaction of council members and educators.

This group which represents business and industry assist in

- Advising the board of education or board of cooperative education on development and management of policy.
- Promoting community understanding by publicizing cooperative occupational education.

- Identifying types of training needed for a particular industry or business.
- Relating instruction to needs of community.
- Obtaining classroom equipment and materials (direct and indirect financial aid).
- Locating training stations.
- Sponsoring career awareness days.
- Providing criteria for selection of students.
- Acting as a sounding board for new ideas.
- Assisting in making surveys.
- Speaking before civic groups supporting cooperative occupational education.
- Providing speakers for assembly programs and school banquets.
- Making arrangements for summer and part-time employment of students.
- Evaluating the entire occupational education program continuously.

In addition to having an advisory council for the overall program, a separate committee is needed for each occupation included in the occupational program. The role of a consultant committee, whose purpose is to focus on a single occupation, is crucial to a good program. Consultant committees help keep educational materials and methods relevant to career goals. They provide a route to placement, and may supply educational staff, equipment and supplies. They may also help identify needs for new programs.

Selection of Advisory Council and Consultant Committee Members

Securing competent people to serve on an advisory council is an important and sometimes difficult task. When selecting members, it is important to keep in mind the purpose to be served and the type of assistance needed in planning and evaluating a school program. The council should be composed of a cross section of business and industry in the community. Representatives from the various civic organizations and trade groups should also be considered. A community leader who holds many offices may not be the best member. The council should be large enough to be representative of the community, but small enough to permit active participation in the discussion of problems.

Members should be selected who have a sincere interest and belief in the objectives of cooperative occupational education, are leaders in their field, and have time to attend committee meetings and participate in committee work.

A commonly used procedure for nominating members is for the coordinator and the principal to draw up a list of prospective members. At this point it would be best for the coordinator to talk with the prospective members to determine their willingness to serve. People who want to be on the committee will usually make the best members.

After the final selection has been made, and approved by the board of education, the superintendent or principal should notify each prospective council or committee member of his or her appointment and include information regarding the first meeting.

Meetings

Advisory council or consultant committee meetings can be held in a variety of places and at different times of the day. A meeting at a local business site could include a tour of the facility and observation of cooperative education students in action. Conversely, when held at school there can be a tour of the school.

Records and Reports

Accurate records of meetings are important. Letters to members announcing a meeting, with agenda and typed minutes of the previous meeting enclosed, are essential. Recordkeeping is usually performed by the cooperative education coordinator.

More specific information on the formation and operation of advisory councils and consultant committees may be found in A Handbook for Members of Advisory Councils for Occupational Education and A Handbook For Members of Consultant Committees for Occupations. Both are obtainable from the State Education Department.

LEGAL CONSIDERATIONS

Students in cooperative occupational programs come under a variety of federal, state and local laws, rules and regulations. Most of these laws are subject to change. Therefore, the coordinator must keep abreast of new develoments in these laws. The most current information concerning labor restrictions is available in the latest edition of the booklet, Laws Governing the Employment of Minors in New York State. This publication and How New York State Labor Law Protects You are available from the Department of Labor Office of Public Information. The following chart is a quick reference guide. For more in-depth data, please consult the above publications.

Employment Hours*

Ages	Time of Day	Hours per Week While School is in session
14, 15	Between 7 a.m. and 7 p.m.	23
16	Between 6 a.m. and 12 midnight	33
17	Between 6.a.m. and 12 midnight	48

*January 1, 1981

In general, a cooperative education student should not work more than a total of 8 hours of school and work combined in any one day.

Minimum Wage Laws

The New York State Minimum Wage Law and Minimum Wage Orders for specific industries provide that all employees in the State, with certain specified exceptions, must be paid the current minimum wage.

Nonprofitmaking institutions which include schools and town governments may, at their option, be exempt from paying the minimum wage.

A special Youth Employment Certificate will allow the employer to hire a limited number of youth under 18 years of age at a wage less than the current minimum wage.

Deductions From The Paycheck

The following taxes should be deducted from each student's paycheck: Federal Withholding Tax, State Income Tax, Social Security (F.I.C.A.), city tax (if applicable), and state disability insurance. The student may elect to complete the W-4 form and choose an exempt status from certain taxes. In this case, only social security would be deducted. Secondary school students under the age of 18 are not eligible for disability, and should not be required to pay toward any disability benefits.

Unemployment Insurance

Students are generally excluded from unemployment insurance benefits.* Categories excluded include daytime students in elementary and high schools who work after school or during vacation periods, baby sitters under the age of 18, and all children under 14 years of age. More information may be obtained from any State Unemployment Insurance Office.

*See Laws Governing Employment of Minors, New York State Department of Labor 1R 331 (4/80) 27 M.

Workers' Compensation

Workers' Compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused by work. It is based on the principle that an employer is responsible for physical disability that befalls any employee because of working conditions or the work assigned. A worker should not be penalized further by loss of wages, but some provision for reasonable payment must be made by the employer and counted as a rightful part of production costs.

Students should not be placed on a job where the employer does not carry Worker's Compensation. Railroad workers, Federal government employees, and workers of other groups that have their own compensation programs are not eligible for Workers' Compensation. Farm employers who had a cash payroll of $1,200 or more in the prior year are required to carry Workers' Compensation Insurance. Farm employees who work for a farm employer who had a cash payroll of less than $1,200 in the prior year are not covered unless the employer elects to come under the law. The worker pays nothing toward Workers' Compensation. The employer subject to the Workers' Compensation Law must carry such insurance and pay the premiums to a private insurance company or the State Insurance Fund.

In case of injury or job related illness, the worker should receive immediate medical or surgical treatment. The employee must notify the employer of accidental injury within 30 days and of disability due to occupational disease within 90 days after knowledge of the disability. Benefit payments are received in proportion to the extent of the injury or illness, time lost, and the average wage. Payments are computed on the basis of wages in the preceding 52 weeks. There is no waiting period before eligibility is established for wage compensation payments. If a permanent disability results, rehabilitation training is provided in preparation for other work. In case of death from occupational causes, the family or dependents receive compensation.

An employer is liable for all injuries to an employee unless the injury is the result of a willful attempt on the part of the employee to injure himself/herself or another employee, or if the injury is due solely to intoxication. Double compensation benefits must be paid for those under 18 years of age if the employer is in violation of the Labor Law or of an Industrial Code Rule. For further information contact the local Workers' Compensation Board Office.

Employment Certificates (Working Papers)

There are four types of employment certificates associated with the work experience programs:

1. The Non-Factory Employment Certificate issued to students ages 14 and 15
2. The Student General Employment Certificate issued to students ages 16 and 17 who are still in school.
3. The Full-time Employment Certificate issued to students ages 16 and 17 who are out of school.
4. A Farm Work Permit issued to minors 12 to 16 years of age.

Section 3217 of the Education Law sets forth the procedure for obtaining an employment certificate. A minor requesting such a certificate must submit (1) evidence of age, (2) consent of parent or guardian, (3) certificate of physical fitness, and (4) a school record, if the application is for a full-time employment certificate.

If the student is in a city or school district which, per section 3205 (3) of the Education Law, requires school attendance of minors from 16 to 17 years of age, the minor must also submit a pledge of employment, and a school record.

The certificates are issued to the student to cover any acceptable job. The student who secures employment in conjunction with the cooperative work experience program, must submit the certificate to the employer who keeps it for the duration of employment except in the case of a Farm Work Permit which is retained by the minor. It is the student's responsibility to take the certificate back from the employer when employment terminates. The student cannot legally work prior to obtaining a completed certificate.

A certificate is valid for 2 years or when the student enters the next age group which requires a different type certificate. The certificate may be revoked for just cause by the superintendent of schools.

School Attendance

Article 23 of the New York State Education Law requires that students attend school 180 days per year (including legal holidays) and that students shall attend school between the ages of 6 and 16. There shall be no exclusion on account of race, creed, color or national origin. Public schools shall be free to resident students but shall receive tuition from nonresident students. Reporting students present is legal when they work a half day in cooperative status but do not attend school the other half day.

Section 3206, Paragraph 6, of the State Education Law states that the absence of an employed minor during a rush season may be permitted by the school authorities on condition that the minor attend a greater number of hours per week thereafter until the absence is made up, and provided that the minor's employer is a party to such an agreement. Paragraph 7 states that absence due to unlawful cause shall be made up by attendance in excess of the number of hours per week otherwise required.

Section 3210, Paragraph 1, states that absence for religious observance and education is a legal excuse. Paragraph 2 states that absence from required attendance shall be permitted only for causes allowed by the general rules and practices of the public schools.

Civil Rights Requirements

Cooperative occupational education programs receiving any Federal financial assistance must comply with criteria made explicit on pages 13 and 14 in Standards Governing Civil Rights in Vocational Education Programs published by the New York State Education Department in September 1980. To facilitate program planning and compliance with Federal law, the criteria mentioned above are reproduced here:

1) A recipient may not discriminate on the basis of sex, race, color, national origin, or handicap, in placing students in cooperative vocational education, work study, or apprenticeship training programs, or in providing other job placement services.

2) A recipient may not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the recipient's students on the basis of sex, race, color, national origin, or handicap, in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or in pay.

3) Any written agreement for the referral or assignment of students under a cooperative, work-study or apprenticeship program must contain an assurance from the union, sponsor, or employer that students will be accepted and assigned to jobs and otherwise treated without regard to sex, race, color, national origin, or handicap.

4) A recipient which employs its own students (e.g. in a work study program) shall also comply with the standards for employment set out below under Section V. (OCR Guidelines, Section VII, 44 FR 17167; 45 CFR 104.515; CFR 80.3; 45 CFR 86.31;45 CFR 84.11 and 46)

Federal regulations state that:

a. The training agreements should make clear that the program endorses these standards.

b. The employer/trainer should have on file a statement proclaiming compliance with Civil Rights requirements.

Example: The cooperating employer agrees that the student will be accepted and assigned jobs and otherwise be treated without regard to race, color, national origin, sex or handicap.

Signed ________________________
Employer

____
Coordinator

GRADE PLACEMENT

Placement of a student in a cooperative occupational education program is dependent upon legal age and readiness. A student should want to participate in part-time work experience and fully understand the restrictions it may place on other school activities. Student readiness can also be judged by attitudes toward a job and willingness to meet employer's demands.

Typically, cooperative occupational education is scheduled during the 11th and/or 12th grades as the student acquires job skills essential to entry-level employment. Students may, however, be placed in a cooperative program below these grades when they meet the minimum age for part-time job placement and such work experience represents a means of motivation for further learning.

CREDIT ALLOCATION

The table below summarizes the credit a student may earn for related instruction. This is the instruction provided through formal classroom sessions devoted to the development of occupational skills and/or general information pertaining to employability.

Related Instruction Credit (Per Year)

Minimum number of 40-minute Class Sessions Per Week	Minimum out-of-class Related-Experience Time in minutes	Weeks	Units
1	--	36	0
2-3	80	36	½
4-5	160	36	1
8-10	320	36	2

In most cooperative occupational education programs students may earn one unit of Regents credit for each 300 hours of on-the-job supervised experience. Two units of Regents credit, however, are the maximum allowable graduation credits that may be earned for the work experience phase regardless of the hours accumulated or years spent in the program.

Cooperative experience may be used in a Group 2 major sequence for graduation when it is coordinated with classroom-laboratory education, either concurrently or as a Capstone experience. When regular classroom-laboratory scheduling is not available because of low student interest or minimal employment needs, preparation for unique occupations, meeting Group 2 requirements in any of the occupational subject areas, may be individually programmed through Diversified Cooperative Occupational Education. Under Diversified Cooperative Occupational Education the student earns credit in the occupational subject area responsible for preparing students in that unique occupation.

ORGANIZATION OF RELATED GENERAL INSTRUCTION

All cooperative occupational programs should be organized to provide related general instruction. Related instruction may be arranged to precede employment, to take place concurrently, or as a combination of both. The coordinator plans for articulation between the work experience and related instruction so that occupational theory, employability, and guidance are relevant. No single arrangement of related instruction will suit all types of programs.

Related general instruction should deal with such issues as taxes, labor laws, civic responsibilities, attitudes, habits, and personal relations. Concurrent vocational guidance is a must because students need assistance in making evaluations about themselves, about life and work situations, and the obligations of citizenship. Young people on the threshold of employment should be prepared to face the prospects of securing employment, of being productive workers, and for becoming contributing members of the community.

Suggested topics for related general instruction:

I. Orientation

  A. Review of State and local regulations
  B. Occupational education information
  C. Appraisal and evaluation

II. Getting a Job

  A. Checklist of requirements for beginning workers
  B. Self-evaluation for job placement
  C. Writing application letters and resume
  D. Job applications
  E. The employment interview
  F. Local employment factors
  G. Future employment and educational plans
  H. Techniques in finding new jobs
  I. Employment agencies and services

III. Job Practices and Human Relations

  A. The first day on the job
  B. Accident prevention on the job
  C. Industrial safety programs
  D. Wages, hours, and payroll deductions
  E. Employer and employee responsibilities
  F. Human relations on the job
  G. Job appraisal
  H. Self-improvement and progress on the job
  I. Work habits and attitudes
  J. Personal hygiene for the job
  K. Why people lose jobs
  L. Terminating employment

IV. Personnel Management and Labor Relations

   A. Personnel organization and relationships
   B. Labor unions and the beginning worker
   C. Labor-Management relations
   D. Business and industrial management groups
   E. Arbitration, mediation, collective bargaining

V. Regulatory Agencies and Legislation

   A. Federal and State employment limitations
   B. Social Security
   C. State and Federal Unemployment Insurance
   D. Liability insurance, workers' compensation, and disability insurance
   E. Government controls and regulations affecting employment
   F. Apprentice training programs
   G. Other training programs

VI. Business and Industry

VII. Consumer Economics and Related Topics

   A. Budgeting personal income
   B. Banking services and credit unions
   C. Life, health, and accident insurance
   D. Where the tax dollar goes
   E. Federal and state income tax reporting
   F. Credit and credit ratings
   G. Other consumer education

Occupational information pertaining to skills needed for specific employment should be taught by subject area teachers whenever possible. If there are insufficient numbers of students for a course, the related occupational information may be taught by a diversified occupational coordinator.

Related instruction in programs that provide on-the-job training in unique occupations not closely related to in-school occupational education available to students, should be planned so that students have ample time for the assigned study of multi-media materials related to the cognitive learnings needed for success in the chosen occupations. This emphasis will help these participants advance from an entry-level position to one of greater responsibility.

Sequence of Activities in Developing Units and Lessons

Analysis of the job	A job description is made that contains facts concerning each activity in which a person engages during performance of the job. Descriptions that list conditions under which the job is performed should be obtained from people who actually engage in the job.
Analysis of the learner and environment	Information is gathered about society, culture, values, and the individual.
Specifications of knowledges, skills, and attitudes	All tasks are listed for each job and classified in relation to importance, learning difficulty, and frequency of performance. Under a separate heading, values and attitudes to be developed include the frequency of reinforcements and their importance.
Determination of specific objectives of the course, unit, and lesson	Objectives must be stated in terms that are specific, pertinent, attainable, measurable, and operational. The behaviors expected of the student after completion of the course should be described and in line with suggested behaviors specified in the subject area's State Syllabus, if there is one.
Evaluation of job proficiency	Student performance must be evaluated in behavioral terms consistent with State guidelines, the course unit, lesson objectives and job conditions.
Evaluation of the program	A proficiency test is administered to evaluate the training program and provide data relevant to program improvement. Student placement is an additional method of evaluating the program. Evaluation results must be stated in terms of desired behavioral changes set forth in the curriculum, course, unit, and lesson objectives.

OCCUPATIONAL EDUCATION REPORTING SYSTEM (OERS)

Meaningful and accurate data are important to the management of a system as complex as New York State's occupational education delivery system. To provide the data needed for effective management at the local and State levels, and for meeting Federal reporting requirements, the State Education Department has been developing and implementing OERS, the Occupational Education Reporting System. OERS is a computerized, individual-student-based system for reporting information on enrollment and follow-up of occupational education students. The individual student files in OERS contain information on student status and characteristics which can be reported in aggregate form at the regional and State levels and used, as appropriate, for planning and evaluation at the local levels. OERS includes enrollment data on the program in which a student is enrolled, the student's characteristics such as special learning needs, sex and ethnicity, and follow-up information on outcomes, such as employment and earnings and continuing education. Data from OERS will be used in the State's evaluation system, for local self-assessment and improvement, for implementation of Federal Office for Civil Rights (OCR) Guidelines, for comparing occupational supply with labor market demands, for calculating some of the factors for determining an agency's need for and eligibility to receive VEA funds; and to assure compliance with various New York State statutes such as Chapter 793, 399, 678, and 612.

OERS, designed to replace the Occupational Education Data System (OEDS) which provides agency - aggregated data, is implemented in two phases. In the first year, enrollment data only are captured. These data, in turn, provide necessary documentation for collection of follow-up data on program completers and leavers which is done in the second year of an agency's participation. During the 1980-81 school year over 230 educational agencies, the Big Five Cities, and all 44 BOCES participated in OERS.

ESSENTIAL RECORDS AND REPORTS

Records and reports play a vital role in planning, establishing, and maintaining a well-structured program designed to develop the full potential of each student. Generally, the coordinator feels that he or she is making the most effective use of time when working directly with students or employers. Paperwork is considered a nuisance and tends to be given a low priority in the day's activities. However, the coordinator recognizes the importance of a data storage and retrieval system, and a serviceable communications system. By making use of available modern techniques, the time required for this work can be decreased while maintaining the flow of necessary forms and communications.

Designing a simple and efficient forms system will help to avert many problems and can be handled by the clerical staff. The forms should be kept as short and as practical as possible. Color coding is helpful in making them easily distinguishable.

The following Chart categorizes forms according to function and is not meant to be all-inclusive. Selection and utilization of reports should be determined by the local school. Individual educational agencies may wish to select just a few of the reports and design additional records to fit their individual needs.

RECORDS, REPORTS, FORMS

Function	Type of Document	Description of Use
Operation	Student Application	For completion by the student wishing to participate in the program, with provision for parental and guidance counselor approval.
	Job Order Card	For the file of job opportunities.
	Cards of Introduction	For introduction of student to employer. May contain some biographical data of student.
	Training Agreements and Plans	For detailing training steps and responsibilities for the student, employer, parents, and coordinator.
	Weekly or Monthly Time and Salary Records	For student use and to be signed by the employer, then returned to the program coordinator.
	Employer Job Rating Sheet	For employer evaluation of a student's performance.
	Coordinator Visitation Report	For a monthly, quarterly, or semester summary of the extent of supervision provided to each student by the coordinator.
	School Grade Transmittal Forms (Report Cards)	For the coordinator to keep abreast of students' progress in other academic areas.
	Teacher Recommendation Forms	For the coordinator from academic and trade-related teachers, about potential cooperative education students.
Legal	Employment Certificate	For filing for future use.
	Social Security	For reference when needed.
	Parental Permission Slips	For field trips and other school activities.
	Student Information Release Form	For release of student grades to employers, when appropriate.

	Targeted Jobs Tax Credit Forms	For support of employer tax credit for hiring and training economically disadvantaged or handicapped students.
Public Relations	Annual Report to Principal, Superintendent, and/or Board of Education	For information and publicity to strengthen school-community relations.
	Program Brochure	For communicating information to students, parents, and employers about the program.
Evaluation	Coordinator's Evaluation Form	For measuring effectiveness of program and of the coordinator's performance.
	Follow-up Questionnaire	For obtaining useful information about graduates of the program.

STUDENT OCCUPATIONAL EDUCATION ORGANIZATIONS

Student organizations with participation on a local, regional, State, or national level, are an integral part of the occupational education curriculums for the local education agencies. The concepts, programs, and activities of student organizations, as part of the curriculum, provide unique opportunities for developing skills essential for career preparation. Student organizations provide a structure for developing leadership, building character, achieving cooperation, inspiring civic pride, and providing service. Business, industry, and home economists state that occupational competence requires development of positive attitudes, initiative, and values in addition to the development of technical skills. Student organizations teach and improve the skills that enable students to succeed in a working environment with responsibility and self-confidence.

Students enrolled in programs of occupational education should be provided the opportunity to participate in the following student organizations which relate directly to their instructional programs:

STATE ORGANIZATION	PROGRAM
American Industrial Arts Student Association of New York (AIASA-NY)	Industrial Arts Education
Distributive Education Clubs of New York	Marketing and Distributive (DECNY)Education
New York State Association of Future Business Leaders of America (FBLA)	Business and Office Education
New York State Association of FFA	Agricultural Education
New York State Association of Future Homemakers of America (FHA/HERO)	Home Economics and Home Economics Related Occupations
New York State Association of Health Occupations Students of America (HOSA)	Health Occupations Education
New York State Association of Vocational Industrial Clubs of America (VICA)	Trade and Technical Occupations Education

These organizations differ from the typical high school clubs since their activities are an integral part of the instructional program. They play an important role in interpreting the occupational programs to the administration, faculty, parents, students, and general public.

III. PROGRAM OPERATION

COUNSELING AND PREPLACEMENT ORIENTATION

The coordinator must work toward matching students with job requirements. To do this, each job must be understood in all its aspects so that a determination can be made that an available training station either does or does not meet the requirements of the student being considered for enrollment.

Before placing a student, it is important for the coordinator to know the student's interests, aptitudes and ability level. A study of student applications and personal data sheets should indicate which students can benefit from a cooperative education program. School records will reveal such things as absences, tardiness pattern, health record, school achievement and specific skills which could be applied to specific jobs.

A preplacement interview between the coordinator and the student should then take place to discuss the student's interests, aptitudes, type of work desired, type of job(s) available, requirements of available job(s), hours available for work, previous employment, if any, and any other relevant item unique to the student or job opportunity.

Preparation of the students for the job placement interview is equally as important. It is wise for the coordinator to assume that this is a new experience and the students are not well-versed in acceptable procedures for job interviews. It might be necessary to talk to individual students concerning some personal problems. Establish a check list of items needing to be improved prior to the job interview.

PLACEMENT PROCEDURE

The process of placing students on the job is the final and perhaps most vital step in the student enrollment process. In effect, the coordinator serves as a community personnel director with the responsibility of identifying qualified students, matching their abilities, occupational interests, and personal qualities with the requirements of the jobs.

The coordinator should be certain that instruction of the students in school and on-the-job contributes directly toward their career objectives. Avoid placements during hours when adequate job supervision would be unlikely. Placement in smaller businesses often provides more intense or individualized training. The larger businesses are more apt to place students in one job area and not rotate them to other jobs. Seek out employers who display an interest in students and their progress.

The coordinator should not be present for the employer-student interview. The placement procedure should be an authentic experience for the student. For this reason, the employer should be cautioned to treat the student as he would any other job applicant. The employer should be requested not to accept or reject the student during the interview, but rather to withhold judgment until all students have been interviewed. Final judgment should be made jointly with the teacher-coordinator.

The student should report to the coordinator as soon as possible after the interview so the results may be reviewed in terms of student reaction and to give positive help to the student for future experiences.

If the student is hired, the coordinator should meet with the employer to finalize the training agreement and plan.

TRAINING AGREEMENTS AND TRAINING PLANS

Preparing a Training Agreement

The coordinator must make a continuous effort to maintain a training emphasis in cooperative occupational education programs. This is partly achieved through a training agreement. The training agreement (also known as the memorandum of agreement) is a written statement of the training commitment which is expected of each of the parties involved--the employer, the school, the student, and the parents. Although it is not treated as a legal contract, it is a businesslike way of coming to an understanding on the responsibilities of the concerned individuals. The training agreement should be signed by each of the parties mentioned and a copy should be given to each of them when the student is placed on the job. The following information should be included in the training agreement:

1. Statement of the program purpose.
2. Career goal of the student.
3. Duration of the training period.
4. Schedule of work and school (minimum and maximum hours of work per week).
5. Employer responsibilities.
6. School and teacher-coordinator responsibilities.
7. Student's responsibilities.
8. Parents' responsibilities.
9. Name, date of birth, age, address, and telephone number of the student.
10. Signature of student, parent, employer, and teacher-coordinator.
11. Statement of compliance with civil rights law (See Legal Considerations).

Training Plan Development

The training plan is an outline of progressive experiences and learning activities based on the student's current career objectives. It is used by (1) the employer, to aid in planning on-the-job instruction, (2) the instructor, to aid in the planning of classroom instruction to correlate with the on-the-job instruction, and (3) the student, to project career objectives both in school and on-the-job. The plan also serves to indicate employer responsibilities in the instructional program. The employer should attach the training plan to the signed training agreement.

Purpose of the Training Plan

The training plan should be prepared cooperatively by the employer, the teacher-coordinator, and the student. It then becomes a part of the student's educational program and serves as a guide for the teacher-coordinator in planning the related instructional units and in identifying individual needs. The training plan should identify specific training responsibilities and should be completed only after conferences between the student, the teacher-coordinator, and the training sponsor. It provides a continuing record of student occupational experience, and should become a permanent part of each student's Personal Data File.

Why Training Plans are Important

- To establish criteria for training station selection.
- To help the coordinator keep up-to-date on new techniques in each occupational area.
- To serve as a guide for the instruction of the student.
- To serve as a guide for program evaluation.
- To provide and assure the employer a responsibility in planning the training experience.
- To help the employer realize that cooperative education is a planned training program.
- To identify the goals of the student.
- To provide a tool for the student to evaluate his or her own progress.
- To provide a true link between classroom instruction and on-the-job training.

Do's and Don'ts in Training Plan Development

Do--

Obtain agreement of the employer during initial visits.

Emphasize training plans in all visits, news releases, publicity, etc.

Have students prepare job analyses.

Make the schedule flexible.

Give copies of plan to employer, student and parent.

Keep copies of the plans on file in the classroom and display them on a bulletin board from time to time.

Use training plans as evaluation instruments.

Individualize training plans for each student.

Use a model plan as a guide whenever possible.

Share plans with other school personnel--counselors, occupational teachers, administrators.

Follow the plan as closely as possible.

Don't--

Try to develop a training plan in one visit to the employer.

Make the first plan too detailed.

Be inflexible--the plan may need modification.

Steps in Developing a Training Plan

Individual differences among students, variations in the nature of training stations, and the dynamics of interpersonal relationships necessitate an individualized training plan for each student. The following steps comprise the development of training plans:

1. Assess the student's career objective. A variety of techniques, such as tests, inventories, and interviews, may be used to help the student determine the parameters of an objective.
2. Gain a working knowledge of the occupations. Both the student and the coordinator must know where the particular occupation fits into a career ladder. The Dictionary of Occupational Titles and Occupational Outlook Handbook are good resources for career data. Have the student complete a career ladder.
3. Obtain employer assistance in developing a training plan. The employer will assist in enumerating the competencies the student must acquire in order to achieve the career goal.
4. Prepare the training plan. The ultimate responsibility for training plan development rests upon the coordinator who should provide a draft copy for the employer to review, and contribute to.
5. Maintain training plan flexibility. From the very start all parties involved should understand that this document should serve as a guide and be revised as the student progresses.

SUPERVISION OF STUDENTS ON THE JOB

A well-planned program will not operate by simply placing qualified students in the right training stations. There must be the utmost cooperation between the educational and training units if the objectives of both are to be fulfilled. The school is interested in promoting skills, knowledge acquisition, and understandings of theories for business operations. The training station provides for the application of these skills, knowledges, and theory in meaningful production. This integration is accomplished only by close cooperation and coordination.

After the placement process has been completed and the student is working in accordance with the training plan, a system of visitation and counseling should be established. The frequency and length of the coordinator's visits should be determined by a careful evaluation of the objectives and need of the student. The basic objectives of the coordinator's visits are:

- To obtain the employer's evaluation of the student trainee.
- To observe the type of work being done by the trainee.
- To observe the trainee's performance.
- To discuss with the supervisor methods of improving the training for a particular job being done by the student.
- To obtain materials and suggestions that will make the classroom instruction more valuable.
- To become familiar with management policies.
- To develop new work stations.
- To assure that the cooperative education students are not exploited.
- To communicate student concerns to the employer.
- To communicate student progress to the student and parents.

To maximize the value of visitations the coordinator should

- Record each visit with a brief summary.
- Avoid controversial situations in dealing with employers.
- Avoid unwarranted discussion of confidential information.
- Be considerate of the employer's time, yet be firm in requesting reasonable and fair reports.

Although the general purpose of a visit to a training station will be to check the progress of the student, there are problem situations which will demand and require the immediate attention of the coordinator. These situations might include the inability of the student to adjust to the work situation, a personality clash between the student and the supervisor, or a disgruntled employer who becomes upset with the program.

Such situations will require a total evaluation after all the facts have been determined. The more serious the situation, the more prompt the need for action, and the greater the possibility of the student's dismissal. Conferences should be held with all the parties concerned. A decision should be made only after a thorough evaluation. It may be necessary that the student be placed under probation, be removed from the training station, or removed from the program. However, in most cases, closer supervision of the student may be all that is necessary.

The amount of supervision by the coordinator will depend on the student's job competency. It is possible for the coordinator to make so many visits that these become a nuisance. The job supervisor is a busy person and does not have the time for a great many conferences. Fewer meaningful visitations are more helpful than many superficial visits. Short visits for purposes of public relations are often beneficial. These visits need only be a few minutes in duration to determine if serious problems do exist. If possible, try to arrange for a private conversation with the job supervisor.

The ultimate goal of the coordinator is to have the job supervisors believe so strongly in the cooperative program that they will contact the coordinator when serious problems exist. This objective takes time and work on the part of the coordinator.

One of the main purposes of visits is to develop an understanding that the firm is an integral part of the training program. Always be certain that professional as well as friendly relationships exist.

TEACHING RELATED GENERAL INFORMATION

The teacher of related general information employs all the techniques common to teaching any classroom subject by using lectures, demonstrations, question-and-answer sessions, group discussions, buzz sessions, assignments, and tests, and by insuring that classwork is timely, appropriate and interesting. Rather than rely too heavily on textbooks for instructional content, the coordinator should become familiar with various other sources of information on such topics as labor-management relations, employment forecasts, and legislation pertaining to employment. Films, displays, and mockups may be obtained from manufacturers, distributors, and trade associations. By using materials that are flexible and adaptable to student needs, the coordinator is able to revise, update, and delete the irrelevant from the lesson outline.

The coordinator is a director of learning who coordinates the instruction given in the classroom and on the job by tailoring the instruction to the needs and learning styles of each student. When calling on training sponsors, the coordinator also seeks suggestions for classroom instruction. The development of well-planned units and lessons is basic to good teaching. In planning units and lessons two considerations must be addressed:

- What does the teacher have to do to achieve the objectives or perform the task?

- What does the student have to do to achieve the objectives or perform the task?

Related occupational information is taught by a diversified coordinator when there are insufficient students to offer an occupational course. The coordinator should research each career to provide pertinent materials for independent lessons for all students in their chosen fields. In other situations, occupational teachers may provide both theory and school laboratory experience to promote the skills needed.

STEPS IN CREATING AND MAINTAINING COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS

Step I Preplanning activities	Step 2 Planning activities	Step 3 Operational activities	Step 4 Evaluation and revision activities	Step 5 Continuing education
1. Select ad hoc committee.	1. Determine organizational pattern and levels of authority.	1. Build business and industry cooperation.	1. Evaluate continuously in a variety of ways.	1. Conduct follow-up surveys of all students.
2. Collect data on students, parents, faculty, and probable costs.	2. Plan program according to student and employer data.	2. Offer related instruction.	2. Analyze problems and strengths.	2. Try out program changes to meet needs.
3. Evaluate student need, community support, and parental support.	3. Determine performance objectives for each program.	3. Provide effective liaison among coordinator, industry, and related instruction personnel.	3. Determine desirable changes.	3. Evaluate changes.
4. Study legal and educational requirements.	4. Select personnel to staff programs.	4. Offer career guidance to enrollees.	4. Provide for changes.	4. Keep up with changes in law and funding.
5. Make recommendations to Board of Education.	5. Set quality standards.	5. Maintain good relations between public and school.		5. Keep revising program for improvement or expansion.
6. Select permanent advisory committee.	6. Design a communication and evaluation system.			
	7. Write and submit district plan.			

SAFETY

The cooperative occupational education coordinator must be aware of safety practices in the classroom and in the training station, and must teach needed safety practices before a student is placed in a training station. Safety training instruction completed by each student should be recorded and considered as legal records.

Safety instruction is for all students whether in business, marketing, agriculture, health, home economics, or trade and technical areas. Safety instruction can be extended to such topics as: fire prevention and extinction, bomb scares, handling of chemicals, behavior during criminal acts (like armed robbery), and when making electrical connections.

Safety practices at each training station must be surveyed to insure that the environment provides a safe place to work. Safety instruction to be given to the student while training, should be discussed with the employer and trainer and then included in the training plan so they will not be forgotten or overlooked.

Appendix H gives excerpts from Industrial Arts Safety, A Management Plan, The University of the State of New York, The State Education Department, Bureau of Industrial Arts Education, Albany, New York 12234, 1980. These excerpts deal with the responsibilities for student safety which are shared by board of education members, school administrators, teachers, students and parents. Employers also share these responsibilities in major ways.

To supplement the cooperative education student's safety training on-the-job, related trade textbooks should be purchased for student assignments in the classroom.

All places governed by the Labor Law must be operated and conducted so as to provide adequate protection to the lives, health, and safety of all employees as indicated by the Federal Occupational Safety and Health Administration (OSHA) Act.

HAZARDOUS OCCUPATIONS

Prohibited occupations are described in detail in Laws Governing Employment of Minors in New York State.

In addition to the State regulations concerning prohibited occupations, there are 17 Federal Hazardous Orders in Non-agricultural Occupations prohibiting the employment of minors under 18 engaged in interstate commerce.

Regulations covering safety provisions can be found in the New York State Industrial Code Rules.

CALENDAR FOR COOPERATIVE EDUCATION COORDINATORS

The following is a suggested calendar for all cooperative education coordinators. Only an experienced coordinator would be expected to implement this total program. New coordinators should use this as a guide.

Program Activities	Coordinator/Student Employer Activities	Instructional/ Classroom Activities
AUGUST		
Review budget and make any final expenditures	Identify and interview students enrolled in program	Review classroom instructional materials
Review or establish advisory council membership	Identify students' career goals for use in job placement	Set up folders for new students
Make tentative plans for fall meetings	Start student placement	Update reference books and materials
Announce program's purpose and goals in local media	Select appropriate training stations	Plan bulletin board displays and have one complete at start of school term
Discuss year's plans with school principal	Begin to prepare training agreements and plans	Develop list of speakers
Set up filing system	Orient training sponsors	Check filmstrips
Prepare program brochure for printing		
Replenish supply of business cards		

Program Activities	Coordinator/Student Employer Activities	Instructional Classroom Activities
SEPTEMBER		
Promote program to faculty Make final arrangements for first advisory council meeting Promote program in school publication Attend local professional meetings (Work Experience Coordinators Association, Chamber of Commerce, Industrial Association, Personnel Society)	Continue to select training stations, place students, prepare training agreements and plans Arrange and prepare students for job employer/employee interviews Plan job-related instruction Start student evaluation sessions with employer "Trouble-shoot" on any initial student placements	Correlate instruction to on-the-job responsibilities Discuss youth organizations and their importance to the occupational education student Discuss end of year employer/employee banquet Set up grade book and other school records Conduct safety instruction
OCTOBER		
Conduct first advisory council meeting Hold coffee hour for employers and;parents Conduct home visitations Use local media to promote advisory council meeting Report to faculty on status of the cooperative education program	Continue student placement and evaluations Revise training plans as needed Check to see if safe practices are being followed on the jobs	Correlate instruction to job responsibilities Prepare for school open house night Bring in guest speakers Conduct safety instruction Change bulletin board

Program Activities	Coordinator/Student/ Employer Activities	Instructional Classroom Activities
NOVEMBER		
Complete first 10-week report on student placement Plan for next advisory council meeting Prepare for Back-to-School night Distribute advisory council minutes and agenda for next meeting Prepare new promotional program materials Attend professional meetings Make home visitation or parental contacts	Continue student evaluations Develop new training sites, if needed Contact new employers to promote new training stations	Correlate instruction to job responsibilities Change bulletin board (allow students to make displays) Check students' progress with other subject teachers Introduce competitive activities, where applicable Discuss employer/ employee banquet Arrange student/employer interaction and evaluation Encourage participation in youth organization activities
DECEMBER		
Conduct advisory council meeting Promote program in local media Promote program in school publication Prepare and submit next year's budget Start working with guidance counselors for next year's program Prepare hallway bulletin board display	Make needed employment changes Revise training plans Continue contacting new employers for future use	Correlate instruction to job responsibilities Bring in guest speakers Update related job instruction Continue safety instruction Change bulletin board Encourage participation in youth organization activities

Program Activities	Coordinator/Student/ Employer Activities	Instructional Classroom Activities
JANUARY		
Start new recruiting via assemblies, brochures Plan for next advisory council meeting Attend professional meetings	Continue student evaluation Review student career objectives	Correlate instruction to job responsibilities Teach income tax preparation Prepare for district and grading examinations Have students choose tasks for banquet Begin fund-raising for banquet Encourage sustained participation in the youth organizations
FEBRUARY		
Conduct advisory council meeting Publicize National Cooperative Occupational Education Day Conduct group sessions with prospective cooperative education students Send out applications to prospective students	Check to see if all training agreements, and plans are up-to-date Develop new employer contacts Check on labor law developments	Correlate instruction to job responsibilities Continue fund-raising Continue safety training Encourage sustained participation in the youth organizations

Program Activities	Coordinator/Student/ Employer Activities	Instructional Classroom Activities
MARCH		
Plan for next advisory council meeting Order supplies for following year Interview prospective students Bring faculty up-to-date on program activities	Have individual conferences and review first semester grades and discuss any student problems Maintain employer contacts	Correlate instruction to job responsibilities End fund raising Begin plans for evening's program Choose speakers Continue encouraging participation in youth organization activities
APRIL		
Publicize student accomplishments Plan for last advisory council meeting Attend professional meetings Complete final screening of students for next year	Develop new training sites Place students Review training plans Follow-up on students' future opportunities with employers	Correlate instruction to job responsibilities Finalize banquet plans Continue encouragement for youth organization activities

Program Activities	Coordinator/Student/ Employer Activities	Instructional Classroom Activities
MAY		
Conduct Annual Banquet	Complete final student evaluations	Correlate instruction to job responsibilities
Hold last advisory council meeting	Make plans for each student's work site after graduation	Evaluate banquet with students
Write letters of appreciation to employers		
Meet with next-year's cooperative education students		
JUNE		
Make community survey to develop new training stations	Contact new employers	Evaluate course with students
	Begin placement of new students	Complete grade and credit reports
Make list of anticipated needs, recommendations, and problems	Develop training agreements and plans	Inventory classroom supplies
Promote program in media	Complete final evaluation	Update curriculum as needed

PUBLIC RELATIONS

The cooperative occupational education program and the coordinator share in unique relationships with administrators, counselors, faculty, employers, students, parents, and the community.

School Administrators

Administrators are interested in how students benefit from cooperative occupational education. They must be kept informed of student achievements, placements, employer evaluations, and activities, through periodic statistical and written narrative reports and by observing students at their training stations, in the classrooms, and at student organization functions. It is also essential that administrators learn from the coordinator the problems and concerns cooperative occupational education faces and what assistance the coordinator needs to expand and improve the program.

Guidance Counselors

Cooperation between coordinators and counselors is important. Counselors inform students of the potential benefit of participation in a cooperative education program and assist the coordinator in administering and interpreting tests in relations to the students' career goals. The coordinator provides the counselors with career information, assists in career guidance activities, and informs counselors of students' special needs by making employment records available.

Faculty

Teachers' perception of cooperative education is acquired through observations of students who are enrolled and through associations with the coordinator. Therefore, the coordinator must keep teachers informed of student progress, learning outcomes, and the results of follow-up studies showing how students benefited from their training. Faculty members enjoy knowing that their contributions to the development of students have had a bearing on the students' occupational adjustment and advancement.

Employers

The employers of the community must be well-informed about cooperative occupational education in order to understand their responsibilities. Some well-meaning employers have been willing to employ students but have never understood the training and educational aspects of the program. Employers are always interested in finding good potential employees. The publicity directed toward employers should emphasize the benefits of working with the school to develop good employees. Personal contacts made by the coordinator are the most effective means of communicating with employers. A coordinator's role can be an effective one in promoting good public relations for the entire educational program. Employers like to be recognized and there are a number of ways in which a school can show appreciation for their contributions to the educational partnership. These include banquets, awards, thank you letters, feature articles in local newspapers, or by publicity via radio and television.

Parents

Parents are frequently uninformed of the opportunities in cooperative occupational education, or they may have been misinformed about its purposes and values. Their most common misconception is that students who enroll in cooperative occupational education cannot meet college entrance requirements. The program must be viewed as educationally sound and socially acceptable. Parents are reached through parent-teacher meetings, direct mail, publicity in local papers, business and industry-sponsored meetings, home visitations, and personal contacts at community activities.

Students

Students having positive experiences will inform others of the program and encourage participation. Peer group opinion is a critical factor in student perceptions of cooperative education.

Community

Community members become involved in cooperative occupational education through their contacts with the students in the training stations. It is essential that they understand and support the training effort. In particular, organized labor groups are concerned about how cooperative education affects their members. Coordinators can establish good relations with employees and their labor organizations by enlisting cooperation in the early planning stages and by giving recognition for their contributions. When unions see the benefits of cooperative education for employees in their occupational fields their support is forthcoming.

Numerous agencies, organizations, and civic groups are concerned with community development and the educational opportunities available in the schools. They are often influential in establishing new curricula or in getting total community support for programs. It is very important that these groups be kept informed of cooperative occupational education and that they have a part in developing a program suited to the needs of individuals in the community. Members of professional organizations, welfare agencies, service organizations, and other community groups welcome opportunities to have the coordinator and students speak about cooperative occupational education. Coordinators can develop good relations with community groups by participating in their organizations and their community improvement projects.

Public Relations Activities

A planned schedule of public relations activities is more effective than impromptu attempts to publicize cooperative occupational education. Publicity should be a continuous process using a variety of methods which include:

Local and school newspaper articles on student activities, success stories of students, and information on cooperative education.

Flyers, brochures, and letters directed to parents, students, and employers.

Student presentations before student groups, service clubs, parent and faculty meetings, and employer and employee groups.

Coordinator presentations before similar groups.

Career clinics for other students conducted by cooperative education students and participating employers.

Employer visits to the school and faculty field trips to business and industry locations.

Displays and exhibits of students' work and activities at fairs, at conventions, in school, and in the community.

Coordinator's personal contacts with individuals who have interests and concerns related to cooperative occupational education.

Radio and television appearances by cooperative education students, employers, and coordinator.

Symposiums, seminars, and short training sessions for people in business and industry, conducted by the coordinator.

Presenting employers and/or training sponsors and advisory committee members with certificates of appreciation which can be displayed in their offices.

An end-of-year banquet to highlight employer contributions and student accomplishments.

Public Relations Banquet for End of the Year

Possible Benefits to be Derived from this Event:

- Employers receive open, tangible praise for their time and effort in training students.
- Program publicity can be generated.
- Students have learning experiences for the development of leadership skills if allowed to do all the planning, arranging, and decision-making.
- Students receive recognition for the year's work.
- Parents sense greater prestige for the program.

Preliminary Planning:

1. Make selection of date in September or October. April or May is a good time to hold the dinner .
2. Select the site in October or November. Decide whether it should be an in-school function or out-of-school function. Gather prices and menus from various sites.
3. Select theme.
4. Establish a deadline for the following:
    a. Designing and printing student invitations
    b. Responses
    c. Fund-raising and money collection
    d. Writing letters of appreciation for business cooperation throughout the school year. To be written by Central Office and mailed two weeks prior to banquet.
    e. Preparation of awards. Certificates of appreciation to all employers and special certificates to each cooperative education student.
5. Fund raising activities -- to be conducted well ahead of the dinner date.
6. Program activities. Speaker, awards, etc.
7. Entertainment:
    a. Slide show of students working
    b. Student skit
    c. Student talent demonstrations

8. List students, supervisors and employers who will attend the banquet.
9. Student chairperson committee selections. Responsibilities should be divided among schools involved.
10. Periodic planning sessions should begin in January.

APPENDIX A

GLOSSARY

ADVISORY COUNCILS on Vocational Education - Required by Education Law in New York State. Membership must be no fewer than ten persons representing agriculture, business, health, industry, organized labor, government, education, students, former students, social and economic planning agencies. It advises the board of education on policy development and policy matters including preparation of both annual and long range program plans and evaluation of programs, services, and activities.

CAPSTONE - A cooperative occupational education placement following one or more years of inschool occupational education training in the student's specialty area prior to the cooperative experience .

CAREER LADDER - A sequence of increasingly complex or more responsible jobs within a particular occupational specialization or profession. The job hierarchy resembles the rungs of a ladder with each rung a job within the chosen occupational specialization.

COMPETENCY - Competency is a measure or degree of proficiency in a task. Each job responsibility involves several competencies which serve as specific aims for training.

CONSULTANT COMMITTEE (CRAFT COMMITTEE) - Appointed for a particular instructional area such as auto mechanics, licensed practical nursing or marketing and distribution. Members assist in planning and development of new programs, and the evaluation and revision of existing programs.

COOPERATING TEACHER - A member of the school staff who teaches basic and technical subject matter related to on-the-job training and the career goal.

COOPERATIVE OCCUPATIONAL EDUCATION - A mode or delivery system for occupational education involving cooperation between an employer for on-the-job experience and an educational agency for related instruction.

COORDINATOR OF COOPERATIVE OCCUPATIONAL EDUCATION - A member of the school staff responsible for administering the school program and resolving problems that arise between the school regulations and on-the-job activities of the employed student. Acts as liaison between the school and employers in programs of cooperative education or other part-time job training. This person may also be responsible for delivery of related classroom instruction. Also referred to as the teacher-coordinator.

DIVERSIFIED COOPERATIVE OCCUPATION PROGRAM - Serves students from several disciplines grouped together under a coordinator who is responsible for the on-the-job supervision and related instruction.

D.O.T. (Dictionary of Occupational Titles) - Descriptive occupational information of all of the names or titles by which an occupation is known. Prepared by the U.S. Employment Service.

EMPLOYER - See TRAINING SPONSOR

EMPLOYMENT CERTIFICATE/WORK PAPERS - Available from local school district. These are required for youth under 18 before they may begin work in industry. High school graduates, youth who work for their parents, and those who do industrial homework are included.

HAZARDOUS OCCUPATIONS - An occupation designated by State and/or Federal law to be considered dangerous and injurious to the health and well-being of youth less than 18 years of age.

HAZARDOUS OCCUPATIONS EXEMPTION - Prohibitions do not apply to youth under 18 who are apprentices individually registered in apprenticeship programs duly registered with the Industrial Commissioner, to students enrolled in recognized cooperative occupational training programs, or to trainees in approved on-the-job training programs.

JOB ANALYSIS - A detailed listing of duties, operations, and tasks necessary to perform a clearly defined, specific job, organized into a logical sequence and which may be used for teaching, employment, or classification purposes.

JOB STATION - See TRAINING STATION

OCCUPATIONAL CLUSTER - A group of jobs with different titles involving a basic core of similar job tasks and responsibilities. (see D.O.T.)

OCCUPATIONAL SURVEY - An investigation and evaluation to gather pertinent information about a single industry or the occupations within an area to determine the need for training, prevalent practices, and labor supply and turnover for the purpose of maintaining the vocational program at a realistic level.

ON-THE-JOB TRAINING - Instruction in the performance of a job given to a worker by an employer during the usual hours of the occupation. Usually the minimum or beginning wage is paid, but wages may be increased as skill is developed. On-the-job training lacks related classroom instruction.

PROGRAM EVALUATION - Planned steps taken by the coordinator of the program to determine effectiveness.

RELATED CLASSROOM INSTRUCTION - Classroom instruction designed to develop skills, to increase technical knowledge, and to provide general information related to success on the job. This may be conducted in the classroom laboratory or in a similar teaching environment.

TEACHER-COORDINATOR - A member of the school staff who teaches the related and technical subject matter involved with the on-the-job training as well as administering and supervising on-the-job activities of the employed students. (See also Cooperating Teacher and Coordinator of Cooperative Occupational Education.)

TRAINING AGREEMENT - A written understanding involving the student, parents, employer and coordinator, which sets forth rules and regulations of the program. It is also called a training memorandum or memorandum of understanding since "agreement" may denote a contractual document.

TRAINING PLAN - A written plan for experiences to be provided by a specific student that indicates where each experience will take place. The plan is derived from a realistic analysis of the tasks, duties, responsibilities, and occupational objectives of the student and must be agreed to by the employer, the school and the student.

TRAINING SPONSOR/COOPERATING EMPLOYER - The individual directly responsible for the student's learning activities at the training station. The training sponsor may be the owner or manager of the business, or an employee appointed by management.

TRAINING STATION/JOB STATION - A job location in an approved business or industry which provides part-time employment for cooperative work experience students and which utilizes a training plan recommended by the occupational education coordinator.

WORK PERMIT - See EMPLOYMENT CERTIFICATE/WORK PAPERS

APPENDIX B

SAMPLE CURRICULUM OUTLINE FOR A DIVERSIFIED COOPERATIVE OCCUPATIONAL EDUCATION CLASS

(One 45-minute period per day, 5 days per week)

UNIT	HOURS	TOPIC
2	5	Orientation to program Rules and Regulations Placement Procedures Forms Grading system
2	40	Preparing to Enter the World of Work Locating job opportunities Contacting employers by telephone or introducing yourself in person Completing job applications Competing in job interviews Employment testing
3	5	Introduction to Safety Training Common injuries to all jobs Fire prevention Handling bomb scares and robberies Electrical hazards Lifting boxes
4	40	Succeeding in your first job Why we work Introduction to career (D.O.T. and Occupational Outlook Handbook). Career inventory test. * * * What an employer expects of a worker What an employee can expect from an employer How to handle daily problems How to communicate How to cope with others How to ask for a raise How to terminate your job properly * * *
5	45	Your financial and legal responsibilities Understanding your paycheck Gross pay, net pay, deductions, taxes How to read a tax chart Understanding social security, workers' compensation, disability benefits, and unemployment insurance Filing your Federal and State Income Tax returns

UNIT	HOURS	TOPIC
		Understanding laws governing minors
		Working hours and wages
		Hazardous occupations
		Occupational Safety Health Act
		Understanding labor unions
		How unions operate
		Weapons used by management
		Strike--Yes or No?
		Role of the shop steward
		Apprenticeship Training:
		Occupations involved
		How to apply
6	45	Preparing for Full-time Employment
		Planning for your career
		Career ladders
		Postsecondary education
		Armed services
		Self-inventory
		Factors that influence career choices
		Career information resources
		A second look at interest, aptitudes, and skills
		Preparing a salable resume
		Preparing a letter of application
		Building good job contacts
		Using the classified want ads
		Using the State employment office and private employment agencies
		Working in New York City
		Composing a "thank you" letter
		Considerations for changing employment

APPENDIX C

NEW YORK STATE DEPARTMENT OF LABOR

TRADES DECLARED APPRENTICEABLE
by the
NEW YORK STATE APPRENTICESHIP COUNCIL

Years	Trades
4	Air Conditioning Equipment Mechanic
4	Aircraft Engine Mechanic
4	Aircraft Instrument Mechanic
4	Aircraft Sheet Metal Worker
3	Appliance Repairer
3	Architectural Coating Finisher
4	Asbestos Worker
3	Assistant Press Operator
3	Auto Body Repairer & Painter
2	Auto Glass Installation Mechanic
3	Auto Painter
3	Automobile Mechanic
3	Automotive Cooling System & A/C Technician
3	Automotive Machinist
3	Automotive Technologist
4	Baker
3	Baker, Cake
2	Barber
4	Binder Mechanic
4	Boatbuilder
4	Boilermaker (Construction)
4	Boilermaker (Shop)
2-4	Bookbinder
4	Bookbinder, Edition
5	Bookbinder, Pamphlet
3-4	Bricklayer-Mason
3-4	Bricklayer-Mason & Plasterer
4	Bricklayer, Refractory
2	Building Maintenance Mechanic
4	Burglar Alarm Mechanic
3	Bus Refinisher-Painter (Truck)
3	Bus Mechanic
3	Bus, Truck or Trailer Body Mechanic
2½	Business Machine Mechanic
4	Cabinet Maker
4	Cable Splicer (Telephone)
2	Campus Security Officer
2	Canning Machine Set-up & Adjuster
4	Car Repairer (Railroad)
4	Carpenter
3	Cement Mason, Cement Finisher
4	Chemical Laboratory Technician
3	Coin Machine Mechanic
4	Color Mixer (Wallpaper/Window Shade Cloth)
5	Commercial & Advertising Artist
3	Commercial Photographer
3	Commercial & Portrait Photographer
4-5	Commercial Press Operator
4	Compositer
2½	Computer Programmer/Analyst
3-4	Cook (Chef)
4	Coremaker

Years	Trades
1	Correction Officer
2	Counter Clerk(Automotive Parts)
2	Counter Clerk(Electrical Supplies)
2	Counter Clerk(Farm Equipment Parts)
2	Counter Clerk(Industrial Equipment & Supplies)
4	Custom Gear Maker
2½	Cylinder Press & Rotary Press Asst.
5-5½	Cylinder Press Operator
3	Dental Equipment Mechanic
4	Dental Laboratory Technician
5	Design Drafter (Electrical/Mechanical/Hydraulic)
4	Diamond Setter
3½	Diamond & Stone Setter
4	Die Engraver (Steel Plate)
4-5	Die Maker
4	Die Maker (Die Cast Designer)
4	Die Maker (Die Cast)
4	Die Maker (Die Repairer)
4	Die Maker (Paper Goods)
4	Die Maker (Shoe)
7	Die Sinker
4	Die Stamper Press Operator
3	Diesel Engine Mechanic
1 1/6	Dietetic Assistant
4	Drafter: (Architectural)
	(Civil)
	(Electrical)
	(Mechanical)
	(Marine)
	(Structural)
	(Tool Design)
2	Dry Wall Taper
4	Electric Elevator Service & Repairer
4	Electric Motor Repairer
2½	Electrical Discharge Machine Set-up Opr.
4	Electrical Line Erector & Maintainer
4	Electrician
3	Electrician(Housewire or Residential)
4	Electrician (Railroad)
4	Electrician (Sign)
2	Electronic Equipment Mechanic
3	Electronic Instrumentation Field Service Engineer
4	Electronic Laboratory Technician
4	Electronics - Mechanic (Numerical Controls Systems Maint.)
1	Emergency Medical Technicien-Ambulance
2	Emergency Medical Technician-Paramedic
1	Employment Security Placement Trainee
4-5	Engraver & Die Cutter
4	Environmental-Control-System Installer-Servicer

Years	Trades
3	Farm Machinery & Equipment Mechanic
4	Fire Alarm Mechanic
3	Fire Fighter
3½	Fire-Medic
2	Flow Machine Operator
4-5	Folding Box-Cutting & Creasing Press Operator
5	Folding Box Letter-Press Operator
4	Folding Box Machine-Adjuster (Maint. Mechanic)
4	Four Slide Machine Set-Up & Operator
3	Furniture Finisher (Painter)
2	Fur Cutter
	Finisher
	Nailer
	Operator
4	Glass Blower
4	Glass Blower (Gaffer Tube Draw)
4	Glass Blower(Glass Machine Engineering)
4	Glass Blower (Machine Forming)
6	Glass Engraver W/Copper Wheels
4	Glass Equipment Mechanic
4	Glass Furnace Hot Repairer
2	Glass Gatherer
3	Glazier
4	Glazier (Stained Glass)
3	Graphic Arts Technician
3	Granite Cutter
4	Gunsmith
4	Hand Wood Carver
4	Heat Treater
3	Highway Mechanic & Equipment Operator
1	Home Health Technician
3	Industrial Truck Mechanic
4	Inspection Technician
4-5	Instrument Maker
4	Instrument Mechanic
2-3	Iron Worker
3¼	Jeweler (Hand-make)
2½	Jeweler (Production)
2½	Jewelry Caster
2¾	Jewelry Polisher
2	Job Press Assistant
5-5½	Job Press Operator
4	Knitting Machine Fixer

Years	Trades
4	Landscape Nursery Manager
4	Lather (Carpenter)
2-3	Lather (Wood, Metal, Wire)
5	Lead Burner
2	Lens Maker (Precision-Lens Generator)
2¾	Licensed Pratical Nurse
3-4	Linoleum & Resilient Tile Layer
3-4	Linoleum, Resilient Tile & Carpet Layer or Soft Tile & Carpet Layer
4-5	Lithographic
5	Artist
5	Dot Etcher
4	Dot Etcher Assistant
5	Photographer
5	Photographer (Ass't.)
5	Photographer (Dark Room Technician)
5	Platemaker
4	Platemaker Assistant
4	Offset Press Operator
3-4	Press Operator
5	Stripper
4-5	Stripper (Color Assistant)
4	Locksmith
3	Machine Builder
5	Machine Tool Builder
4	Machine Repair
3-4	Machine Tool Mechanic
4	Machinist
4	Machinist (Automatic Screw)
4	Machine (Experimental)
4	Machinist (Precision)
4	Machine (Railroad)
4	Machinist TRMO Grinder
5-6	Mailer
4	Maintenance Machinist
4	Maintenance Mechanic (Automatic Equipment)
3	Maintenance Mechanic (Dry Cleaning & Laundry Equipment Repairer)
3-4	Maintenance Mechanic(Hydraulics &/or Mining Equipment)
4	Marble Polisher
4	Marble Carver, Cutter, Setter
3½	Melting Operator, Glass (Furnace)
2-3	Meat Cutter
3	Meat Cutter (Kosher)
1	Mental Hygiene Therapy Aide
3	Metal Plater
4	Metal Spinner (Custom)
4	Metrologist
4	Millwright
4	Model Maker
4	Model Maker (Electrical)
4	Molder
4	Molder & Core Maker
4	Mold Maker
3-4	Mosaic Worker
3½	Motor Inspector
3	Musical Instrument Mechanic
4	Navigation Aid Technician
3	Nuclear Medical Technician
5	Newspaper Web-Press Operator
2	Oil Burner Servicer & Installer
4	Operating Engineer:
	Heavy Equipment
	Universal Equipment
	Grade & Paving Equipment
	Heavy Duty Repairer
	Plant Equipment
4	Optical Laboratory Technician
4	Optical Lens Grinder
4	Optical Manufacturing Technician (Precision Lens Grinder)
3-4	Ornamental Iron Worker
2	Paperchanger
3	Painter & Decorator
3	Painter, Decorator & Paperhanger
4	Pattern Maker (Shoe)
5	Pattern Maker, Metal or Wood
4	Photographic Equipment Technician
5-6	Photo Engraver:
	Commercial
	Etcher (Includes Printer)
	Photographer
	Router
	Stripper
4	Pipefitter
4	Pipe Organ Builder & Repairer
3-4	Plant Maintenance:
4	Assistant Engineer
4	Boilermaker
4	Bricklayer & Mason
4	Carpenter
4	Electrician
4	Heavy Equipment Operator & Repairer
3-4	Mechanic
4	Millwright
3	Painter, Decorator & Paperhanger
4	Pipefitter
4	Plumber
4	Plumber & Steamfitter
4	Sheet Metal Worker
4	Welder
4	Plant Instrum.
4	Plant Instrument Electro-Mechanical Cold End Repairer
3-4	Plasterer
4	Plate Finisher(Burnisher-Alterationist)
4	Plate Maker (Steel Plate Printing)
4	Plate Printer Press Operator
4	Plumber
4	Plumber & Pipefitter
4	Plumber & Steamfitter
3	Pointers, Cleaners & Caulkers
2	Police Officer
4	Press Operator
4	Print Roller Router
4	Printer Presser (wallpaper)
4-6	Printing Typecasting Machinist
1	Probation Officer
4	Processes Technician Class "A"
4	Prosthetic Appliance Mechanic
4	Protective Signal Installer
4	Radio Repairer
4	Radio & Television Repairer
4	Recreational Vehicle Mechanic
4	Refrigeration & Air Conditioning Mechanic
3 1/3	Registered Nurse
3 1/3	Respiratory Therapist
3-4	Roofer
4	Sailmaker
3	Scale Repairer
4	Screw Machine Set-Up & Operator (Single Spindle)
4	Screw Machine Set-Up & Operator (Multiple Spindle)
4	Sewing Machine Mechanic
4	Sheet Metal Worker
3	Sheet Metal Worker (Artisan)
4	Sheet Metal Worker (Iron Plate)
4	Sheet Metal Worker(Sign Hanger & Rigger)
4	Ship Carpenter
4	Shipfitter
4	Shoemaker, Custom-Orthopedic
3½	Shop Electrician Armature Winder
7	Siderographer
4	Sign Writer & Pictorial Painter
4	Silversmith
3½	Ski Resort Maintenance Mechanic
2	Small Gas Engine & Equipment Mechanic
3	Springmaker
4	Sprinkler Fitter
3	Station/PBX Installer & Repair Technician
4	Stationary Engineer
4	Steamfitter
6	Stereotyper
3	Stone Carver & Engraver
4	Stone Mason
4	Stone Setter (Mason)
4	Tailor (Alteration)
4	Technical Engineer
4	Telephone Cable Line Erector & Maintainer
4	Telephone Line Erector & Maintainer
3	Terrazzo Worker
3-4	Tile Setter
4	Tool & Cutter Grinder
4	Tool & Die Maker
4	Tool & Die Maker (Mold)
4	Tool & Die Maker (Model Builder)
4-5	Tool & Jig Builder
4-5	Toolmaker
3	Toolmaker (Jewelry)
2	Transmission Mechanic
4	Trimmer Die Mixer
1	Trooper
3	Truck or Trailer Mechanic
3-4	Upholsterer (Custom)
1	Veteran Employment Aide
4	Watchmaker (Repairer)
5	Web Press Operator
4	Welder (Industrial)
4	Welder (Maintenance)
2	Wire Drawer
4	Wood Machinist

APPENDIX D

WORK EXPERIENCE TRAINING AGREEMENT

The purpose of this agreement is to provide a basis of understanding and to promote sound business relationships. It may be terminated by any party to it, after giving advance notice to the teacher in charge.

1. The agreement is between ______________________________ and ______________________________ and covers the period between ____________________ and ____________________.

2. Business Description

NAME OF BUSINESS: ______________________________

BUSINESS ADDRESS: ______________________________ TEL. NO. _____

MAIN PRODUCTS AND/OR SERVICES: ______________________________

____

____

____

____

3. Job Description

____

____

____

____

____

____

____

____

____

4. The student agrees:

   1. To conform to the policies and rules of the agreement, to be punctual, to be regular in attendance at school and on the job, and to notify the cooperator and the teacher in advance in case of absence from school or from the job.

   2. To keep accurate and complete records.

   3. To carefully perform all related study assignments.

   4. To carry out the training program, both on the job and in the school, in such a manner that will reflect credit upon both the student and the school.

5. The cooperating employer agrees:

   1. To assist the student in fulfilling the training program plan and to provide the training experiences necessary.

   2. To provide employment and training in accordance with federal, state, and local laws and regulations.

   3. To start the student at a wage of ___________ (per hour, week, month) and later to adjust the wages to a higher rate when he/she develops competence in the performance of his/her work responsibilities.

   4. ____

      ____

We, the undersigned, agree to all conditions of this agreement.

________________________	________________________
Student	Cooperating Employer
________________________	________________________
Teacher	Parent (or Guardian)

• *New York State Records For Occupational Experience In Agricultural Education.* *Published and Distributed by the Instructional Materials Service, 3 Stone Hall, Cornell University, Ithaca, New York 14853, for The Association of Teachers of Agriculture of the State of New York.*

COOPERATIVE WORK EXPERIENCE AGREEMENT

Delaware-Chenango Board of Cooperative Educational Services

R.D. 3, EAST RIVER ROAD
NORWICH, NEW YORK 13815
Telephone: 607-334-2771

R.D. 1, ROUTE 206
SIDNEY CENTER, NEW YORK 13839
Telephone: 607-865-6591

STUDENT:

My obligations to BOCES and my home school continues when I leave for work. I understand my job is an extension of my school program and I am entering this program to learn as much as my employer can provide in the nature of job information, skills and attitudes. I will demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn.

I will keep my Coordinator informed about my job and turn in my time sheet reports each week. I understand my attendance is taken from my weekly time sheets and that late weekly reports can result in those days being counted as unexcused absences.

I will keep regular attendance at my home school, at BOCES and on the job.

I will give my employer as much advance notice as possible if I am unable to report for work, or if I cannot report to work on time.

I will be at my place of employment or attending my class at BOCES during those hours and on those days my BOCES class is in session.

I will comply with a reasonable request, order or recommendation that my employer gives me as long as I am not asked to do something that is dangerous or illegal.

As a representative of BOCES, I realize my conduct is a reflection upon the entire Occupational Education Program and fulfilling the above obligations will be an important part of my training.

THE EMPLOYER AGREES TO:

Inform the student of company rules, regulations and policies and the exact duties and responsibilities of his or her job.

Provide direct supervision of the student's work.

Give the student progressive and challenging work activities as he or she is able to handle them.

Review the student's job progress with him or her each week and sign the weekly time sheet report.

Provide periodic appraisals of the student's performance on forms provided by the Coordinator.

THE WORK EXPERIENCE COORDINATOR AGREES TO:

See that all parties are aware of their responsibilities and obligations while participating in the program.

Work with the employers, students, BOCES instructors and parents to provide the best possible training for students.

Visit work stations to consult with students and employers to determine job progress, attitudes, growth of skills and knowledge and breadth of educational exposure.

Use discretion on the time and circumstances chosen for visits.

Assist the employer with appraisals.

Foster good communications and understanding between all parties.

Constantly strive to improve the program by seeking suggestions from all parties.

"EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER"

BOCES P & L, NORWICH, N. Y. 13815

BOCES COOPERATIVE WORK–EXPERIENCE AGREEMENT

WORK-EXPERIENCE NUMBER ____________

PARENT OR GUARDIAN PERMISSION:

I hereby give permission for my (son, daughter) ______________________________ (Name) to participate in the work experience program at ______________________________ (Employer's Name and Address) during the following times ____________ (Hours) Mon. Tues. Wed. Thurs. Fri. (Days) beginning on ____________ (Date)

I understand this experience is to be supervised by the Work Experience Coordinator and will be under the direct supervision of an authorized employee of the firm.

I understand students must provide their own transportation to and from work and that the Delaware-Chenango BOCES, the home school and the employer are in no way responsible for any incidents or accidents that may occur while students are going to or from work. When possible and practical, school bus transportation can be utilized.

I will assist in promoting the value of the student's work experience by cooperating with the employer and the coordinator when needed.

ALL PARTIES AGREE:

The program will comply with all state, federal and local labor laws.

CIVIL RIGHTS STATEMENT: Cooperating employer agrees that the student will be accepted and assigned jobs and otherwise treated without regard to race, color, national origin, sex or handicap.

The program may be terminated at any time by any of the parties, but all parties should be given sufficient notice.

Good communications and understanding between all parties is vital if objectives of the program are to be met. Joint conferences will be held between student, employer, coordinator and others when necessary, to keep the lines of communication open and to promote better understanding. Joint conferences will be held whenever two or more parties feel it may be beneficial and for the following specific reasons:

To periodically review the student's job progress.
To discuss misunderstandings.
To discuss reasons for termination of employment.

SPECIFIC WORK EXPERIENCE ARRANGEMENTS:

The following arrangements have been made and will serve as the operating procedure for this work experience program.

We, the undersigned, agree to the terms and statements contained in this agreement.

Date ____________ School Year 19__ to 19__

____________________	____________________
Student	BOCES INSTRUCTOR
____________________	____________________
Parent or Guardian	Home School Guidance Counselor
____________________	____________________
BOCES Work Experience Coordinator	Home School Principal
____________________	____________________
Employer	

75

WHITE :: COORDINATOR   CANARY :: PARENT/STUDENT   PINK :: EMPLOYER   GOLD :: STUDENT HOME SCHOOL FILE

JOB DESCRIPTION/TRAINING OUTLINE

APPENDIX E

Smithtown High Schools

COOPERATIVE WORK EXPERIENCE PROGRAM

Student ....

Firm Name ....

Job Title ....

Firm Address ....

Date ....

....

Dear Employer:

In order for the school to grant this student credit for his / her work experience and to determine a grade for the student's report card, your time in completing this evaluation form and verifying the hours recorded on the attached sheet would be greatly appreciated.

Mrs. S. Gubing
Work Experience Coordinator
360-7365

DUTIES PERFORMED	Mastered duty. No further training needed.	Performs duty satisfactory with little or no instruction.	Needs further on-the-job training.	Requires additional school training.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Comment on student's overall performance:

USE THE BACK IF YOU NEED MORE SPACE

Evaluator's Signature ....

GREECE CENTRAL SCHOOL DISTRICT
COOPERATIVE EDUCATION TRAINING PLAN

Student Name________________________________ School____________________ Date__________

Company________________________________ Supervisor____________________________

Each course includes safety instruction in the proper use of tools, equipment and facilities.

DRAFTING

OTJ
_____Gears and cams _____
_____Description geometry _____
_____Production drawing _____
_____Dimensioning and tolerancing_____
_____Pictorial drawing _____

OTJ
_____Sectioning _____
_____Auxiliary views _____
_____Developments _____
_____Assembly drawing_____
_____Lettering _____

OTJ
_____Use of equipment _____
_____Engineering drawing _____
_____Orthographic projections_____
_____Architectural drawing _____
_____Blueprint reading _____

ELECTRICITY/ELECTRONICS

OTJ
_____Use of test equipment _____
_____Basic electrical components _____
_____Electrical sources and circuits_____
_____Electrical measurement _____

OTJ
_____Alternating current _____
_____Home/commercial wiring_____
_____Trouble shooting _____

OTJ
_____Vacuum tubes and circuits _____
_____Semiconductors and circuits_____
_____Integrated circuits _____
_____Fabrication _____

GRAPHIC COMMUNICATIONS AND PHOTOGRAPHY

OTJ
_____Relief Printing_____
_____Offset Printing_____
_____Screen Printing_____

OTJ
_____Intaglio printing _____
_____Photography _____
_____Composition (Line and/or Halftone)_____

OTJ
_____Layout/design_____
_____Camera work _____
_____Stripping _____

OTJ
_____Platemaking _____
_____Presswork _____
_____Bindery work_____

METALS

OTJ
_____Lathes _____
_____Drill press _____
_____Milling machines _____
_____Shaper _____
_____Precision measurement_____

OTJ
_____Layout _____
_____Metalurgy _____
_____Quality control_____
_____Welding _____

OTJ
_____Heat-treating _____
_____Foundry _____
_____Sheet metal fabrication_____
_____Jigs and fixtures _____
_____Materials testing _____

AUTOMOTIVE POWER AND TRANSPORTATION

OTJ
_____Mechanical operation of power equipment_____
_____Large and small engine repair and servicing_____
_____Transmissions _____
_____Electrical systems _____
_____Chassis systems _____

OTJ
_____Hydraulic systems _____
_____Engine re-building_____
_____Efficiency tuning _____
_____Fuel systems _____

OTJ
_____Emission control _____
_____Steering systems _____
_____Suspension systems _____
_____Alignment _____
_____Body maintenance and repair_____

WOOD/CONSTRUCTION

OTJ
_____Lumber-Millwork-Hardware_____
_____Framing _____
_____Hand Tool Operations _____
_____Power Machine Operations_____

OTJ
_____Exterior Finishing_____
_____Interior Finishing_____

OTJ
Building Construction
_____Masonry _____
_____Commercial wiring_____
_____Plumbing _____

PLASTICS

OTJ
_____Polymer Chemistry _____
_____Coating Processes _____
_____Laminating Processes_____
_____Theroforming _____
_____Thermal welding _____

OTJ
_____Foaming Processes _____
_____Casting and Encapsulating_____
_____Decorating Processes _____
_____Sheet Fabrication _____
_____Injection Molding _____

OTJ
_____Rotational Molding _____
_____Extrusion _____
_____Compression Molding_____
_____Materials Testing _____
_____Mold Making _____

Distributive Education
Division of Vocational Education
State Department of Education
Montgomery, Alabama 36130
July 1978

MODEL TRAINING PLAN

VARIETY STORE

Check One: ____Salesperson
____Sales Manager
____Checkout Cashier

COLUMN 1 - Check those tasks to be included in training plan for ________________________ who is receiving supervised on-the-job training at ________________________
Training Agency

COLUMN 7 - Rating
S - Skilled
MS - Moderately Skilled
LS - Limited Skill

1	2	3	4	5	6	7	8
Check Task To Be Performed	Task No.	Task	On The Job	Class-room	Date Completed	Rating	Related IDECC Competencies
	1.	Handle customer inquiries					116
	2.	Interpret store policies					117
	3.	Observe safety procedures					788
	4.	Recognize and handle shoplifting					699, 651
	5.	Handle lay-aways					834
	6.	Use telephone correctly					114
	7.	Fill telephone and mail orders					835, 622, 008
	8.	Handle returned merchandise					817
	9.	Handle customer complaints					823, 115
	10.	Complete written forms and reports					094, 439
	11.	Perform housekeeping duties					840, 614, 696
	12.	Maintain stock equipment					696
	13.	Check and keep displays in order					177
	14.	Receive, check, and mark merchandise					708,701,638,647,634,784
	15.	Maintain adequate stock and stock records					637, 640
	16.	Organize and count stock for inventories					463, 837, 414, 401
	17.	Rotate stock					908, 504
	18.	Place stock properly in fixtures					697
	19.	Make change					371, 818, 896
	20.	Handle cash transactions					890, 813, 832, 621, 362
	21.	Operate cash register					888,816,829,354
	22.	Handle charge transactions					889,362,814,815
	23.	Write sales checks					819
	24.	Balance and total sales					361
	25.	Operate price-marking machine					710, 644
	26.	Identify sources of merchandise information					590,502,004,585,435,
							517, 012, 518
	27.	Use merchandise information in sales presentation					822,558,808,939,925,511,
							551,559,512,564,561
	28.	Provide consumer protection information as a sales aid					524, 515, 522, 523
	29.	Read current trade publications					072, 435, 110, 149, 581
	30.	Inform customers of the locations of advertised merchandise					877,042,039,941,065,
							003, 048
	31.	Approach customer properly					866,942,869,812,862,865
	32.	Analyze customer needs					830, 884
	33.	Create customer interest and desire					582,583,588,922,142,519
	34.	Demonstrate merchandise					893,806,499,501,892,807
	35.	Handle customer objections					874, 926, 897, 918, 810

(Continued on reverse side)

VARIETY STORE

Check One: ____Salesperson ____Section Mgr. ____Checkout Cashier

1	2	3	4	5	6	7	8
Check Task To Be Performed	Task No.	Task	On The Job	Classroom	Date Completed	Rating	Related IDECC Competencies
	36.	Close the sale					891,811,548,884,895,
							876, 820, 868
	37.	Use suggestions to increase sales					929, 871, 882, 875, 809
	38.	Explain merchandise guarantees and directions to customers					554, 512
	39.	Translate selling features or facts into customer benefits					550, 551, 885
	40.	Show customer superior points of one's own product as compared					
		with competitor's product					553, 514
	41.	Fit customers with correct sizes, etc.					557, 500, 506
	42.	Analyze merchandise returns					547
	43.	Wrap packages					587, 620, 552, 584
	44.	Explain terms and limits of different types of credit accounts					135, 601
	45.	Assist customers to fill out credit applications					134, 756, 735
	46.	Use facts from advertisements during sales presentation					555, 509, 589
	47.	Select appropriate media and method for advertising merchandise					
		and/or special events					002, 009, 001, 011, 073
	48.	Select themes for displays					175
	49.	Build window displays					230,178,228,179,246,
							231,174
	50.	Build counter displays					205,190,071,228,179,
							246, 231, 174
	51.	Build mass displays					216,189,228,179,246,
							231,174
	52.	Dress mannequins for display					217, 193
	53.	Design and letter signs					227,181,180,219,239,248
	54.	Rearrange and replace merchandise sold from displays					207
	55.	Dismantle displays					211, 940
	56.	Analyze and interpret past sales records and performance in					
		order to plan future sales and purchases					459, 427
	57.	Place re-orders as soon as the need is discovered to assure stock depth					433
	58.	Compute mark-up and mark-down					364, 396
	59.	Adjust prices according to store policy					444, 406, 426
	60.	Package merchandise for mailing					700, 413
	61.	Keep stock in order					474
	62.	Assist with training of other employees					138, 144
	63.	Perform comparison shopping					

	Length of Training		
	From		
Training Sponsor	To		Teacher/Coordinator

APPENDIX F

TRAINING PLAN FOR SPECIAL NEEDS COOPERATIVE STUDENTS

The ______________________ will permit ______________________
(training station) (student)

from ______________________ High School to enter their establishment as an employee under the supervision of
(school)

______________________ for the purpose of gaining knowledge and experience in the occupational area of
(training supervisor)

__________ ______________________ for approximately __________ hours a wk/day @__________ .
(code) (title)

Training Time	Learning Activities	Training Station	In School	Evaluation				Individual Study Assignment
				1	2	3	4	
	I. ORIENTATION							
	A. Pre-employment Information							
	B. Learn History of the Company							
	C. General Employee Rules and Regulations:							
	1. Proper dress							
	2. Break time							
	3. Lunch time							
	4. Check-in and check-out time							
	5. Sick leave procedure							
	6. Sick "call-in" procedure							
	7. Time sheet							
	8. Location of work schedule							
	9. Payroll procedures							
	10. Employee benefits							
	11. Salary							
	12. Other ______________________							
	______________________							
	D. Learn Company Structure:							
	1. Organization chart							
	2. Department structure							
	3. Chain of command							
	E. Advancement Possibilities or Possible Change of Work Duties							
	II. HUMAN RELATIONS							
	A. Learn to Interpret Attitudes and Personalities of Co-workers							
	B. Learn to Understand or Take Directions and Receive Constructive Criticism							
	C. Be Willing to Admit Lack of Understanding and Show Initiative by Asking for Assistance							
	D. Learn to be Tactful in Requests or Suggestions Relative to Work							
	E. Learn to Make New Friends with Other Employees							
	F. Exhibit Willingness to do Any Task Requested							
	G. Learn Proper Telephone Etiquette:							
	1. Learn to make telephone calls							

Training Time	Learning Activities	Training Station	In School	Evaluation				Individual Study Assignment
				1	2	3	4	
	2. Learn to answer the telephone							
	3. Learn to take messages							
	H. Learn to Correct Any Personal Offensive Habits							
	I. Learn to Deal Courteously with Customers, Employees and Employer							
	J. Learn to Follow Established Routines and Methods							
	K. Learn to Follow Through in a Job to Its Successful Completion							
	L. Become Familiar with Names, Titles, and Location of Various Company Employees							
	III. WORK ATTITUDES							
	A. Learn to be on Time for Work							
	B. Learn to be Punctual and Dependable							
	C. Learn to Notify the Employer When Absences will be Necessary							
	D. Learn to Work During School Vacations if Needed by Employer							
	E. Learn to Show Efficiency and Productivity on the Job							
	F. Learn to be Well-groomed and Appropriately Dressed on the Job							
	G. Learn to Show Initiative Both on the Job and at School							
	H. Learn to Continue on the Same Job as Long as it is Deemed Feasible by Employer and/or Coordinator							
	I. Learn to Notify Coordinator and Employer if any Problems Arise that may Interfere with Quality or Quantity of Work Production							
	J. Learn to Respect and Abide by all Rules and Regulations Connected with the Job and Company							
	K. Learn to Show Honesty and Respect Toward all Company Property, Goods, and/or Services							
	IV. HOUSEKEEPING AND SAFETY							
	A. Safety							
	1. Locate possible danger areas in and around the general work area and correct or report to superiors							
	2. Find sharp corners, protrusions that might cause injury and correct or report							
	3. Secure heavy objects that might fall on legs and feet							
	4. Anchor filing cabinets or other equipment that might tip							
	5. Place clothing, hair, or wearing accessories in a secure position when operation of designated equipment takes place							

Training Time	Learning Activities	Training Station	In School	Evaluation				Individual Study Assignment
				1	2	3	4	
	6. Use proper equipment and procedures if climbing or reaching is necessary							
	7. Review general work safety policies							
	8. Learn and observe all company safety policies							
	B. Housekeeping:							
	1. Maintain attractiveness of the work area							
	2. Learn to keep necessary equipment and materials in neat arrangement							
	3. Learn to set up the work area							
	4. Learn to clean up work area							
	5. Miscellaneous Related:							
	a. empty waste baskets							
	b. empty ashtrays							
	c. clean desks							
	d. make coffee							
	e. dust							
	f. sharpen pencils							
	g. turn on/off lights and/or machinery (equipment)							
	V. LEARNING EXPERIENCE—Job Description*							
	A. Sales							
	B. Customer Service							
	C. Special Services							
	D. Equipment Training							
	E. Maintenance							
	F. Housekeeping Procedures							
	G. Other:							
	*Note: On original, more space should be allowed for each of the seven areas.							

Handbook For Cooperative Vocational Education in Illinois
State Board of Education. Illinois Office of Education, Springfield 62777.

Sample Forms Which Have Been Used In Implementing Programs

a. Cooperative Vocational Education Student Application
b. Student Introduction Cards
c. School and Work Record for Student Use for Job Interviews
d. Student Course Record
e. Student General Performance Record
f. Coordinator's Monthly Report
g. Authorization to Release Student Record Information
h. Certificates of Appreciation

COOPERATIVE VOCATIONAL EDUCATION
STUDENT APPLICATION

First career choice: ______________________

Second career choice: ______________________

Grade: (check one) Senior ____

Junior ____

Sophomore ____

If you will be a senior, do you plan to graduate in January? ____

Counselor's Name ______________________

PERSONAL

Date: ______________________

Name ______________________

Social Security No. ______________ **Age** ____

Home Address ______________________

City ____________ **Phone Number** ____________

Date of Birth ______________________

Height ____________ **Weight** ____________

Father's Name ______________________

Occupation ______________________

Mother's Name ______________________

Occupation ______________________

Guardian's Name ______________________

How many brothers? ____________ **Sisters?** ____________

Describe any physical handicaps: ______________________

Will you be able to provide your own transportation to work? ______________________

Have you received any honors or awards? ____________ **If yes, describe.** ______________________

EDUCATION (List subjects and grades for all courses you *have taken*. For those courses you are now enrolled in, list the room number.)

Freshman:

Period	Subject	Grade
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Sophomore:

Period	Subject	Rm. No.	Grade
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Junior:

Period		Rm. No.	Grade
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Please list your current teachers:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________

What courses do you plan to take during the next school year? ____________________

What do you plan to do after graduation? ____________________

What school activities have you participated in? ____________________

ATTENDANCE

How many days have you been absent during the current school year? ____________________

Have you ever been suspended for excessive absence or for cutting class? ____________________

If yes, explain. ____________________

EMPLOYMENT EXPERIENCE

Have you ever been employed?__________ If yes, list most current job first.

Name of Firm	Length of Time	Duties
1.		
2.		
3.		

I understand that this is an application for enrollment into Cooperative Vocational Education; and if I am selected, I will accept the responsibilities required by both the school and the employer. I further understand that any false or misleading information made on this application will automatically drop me from further consideration. I understand that completing this application does not guarantee that I will be accepted into Cooperative Vocational Education.

Signature of Parent or Guardian

Signature of Applicant

Handbook For Cooperative Vocational Education In Illinois
State Board of Education. Illinois Office of Education, Springfield 62777.

STUDENT INTRODUCTION CARD

BOARD OF EDUCATION OF THE CITY OF NEW YORK
COOPERATIVE EDUCATION
65 Court Street
Level C **Brooklyn, New York 11201** 757-1228

Company ______________________________

Address ______________________________

Interviewer ____________________ Telephone ____________

THIS WILL INTRODUCE

Name ________________ School ____________ Grad. Date ________

who wishes to apply for an _____ week COOPERATIVE position

as ____________________.

COMMENTS: ______________________________

____

Date ____________ ______________________
Cooperative Coordinator

EMPLOYER'S RESPONSE (Post Card)

BOARD OF EDUCATION OF THE CITY OF NEW YORK
COOPERATIVE EDUCATION
65 Court Street
Level C **Brooklyn, New York 11201**

Name ______________________________ Work Week ______

School ______________________________

has been accepted ( ) for position of ____________________

to begin working on ____________ at a salary of ____________.

This student has been rejected ( ) because of ____________

______________________________.

(Please enter the exact reason for rejection, so that we may be guided in future placement/counseling of the student.

______________________ ______________________
Cooperative Coordinator Firm Date

____
Personnel Representative

MAIL THIS PORTION AT ONCE TO ASSURE IMMEDIATE RETURN OF STUDENT WORKING PAPER CARD.

COOPERATIVE EDUCATION PROGRAM

Greece Central School District

Date ____________

To (Interviewer)______________________________

Firm name: ______________________________

This will introduce______________________________ a student in the Cooperative Education Program at ______________High School, who is interested in obtaining part-time employment with your company.

____
Coordinator

COOP-002-Rev.10/73

Smithtown High Schools

COOPERATIVE WORK EXPERIENCE PROGRAM

INTRODUCTION CARD

Pages 88 - 89
Suggested Use: Card stock, four sides, center fold for 5" x 8" file size

Mr. Employer:

....

....

....

....

This will introduce:

....

a Work Experience student from our high school who wishes to apply for a Cooperative Work Experience/ Career Exploratory position with your firm.

Interview Date:.................................... **Time:** ....

Previous Work Experience:

Employer: ....

....

Position:..................................

....

Reference: ....

....

....

....

....

....

Phone No. ....

Clubs/ Sports/ Organizations:

....

....

....

....

....

Interests:

....

....

Future Plans:

....

....

....

Dear Employer:

It is the role of the school to properly prepare our youth for entering the world of work. I will contact you within 24 hours after all students have been interviewed in order to get your responses to the following questions:

In regard to this student, has the school:

. . . . .1. Properly informed the student regarding appropriate dress for a job interview.

. . . . .2. Properly trained the student in completing a job application.

. . . . .3. Properly prepared the student to be successful in a job interview.

. . . . .4. Adequately equipped the student with the necessary occupational skills for this position.

Thank you for your help in assisting our students into the world of work.

Work Experience Coordinator
360-7385

Mini Resume'

POSITION DESIRED: ....

Hours Available: .... Days Available: ....

NAME .... AGE ....

ADDRESS ....

....

TELEPHONE .... BIRTHDATE ....

SCHOOL .... SOCIAL SECURITY NO. ....

GRADE .... WORKING PAPERS NO. ....

Occupational Skills Acquired: DRIVER'S LICENSE ....

....

....

....

SCHOOL AND WORK RECORD FOR STUDENT USE FOR JOB INTERVIEWS

SAMPLE DATA CARD

(To Carry With You To An Interview)

This will:

- Give you all the facts you need at your fingertips.
- Prevent errors on job application.
- Give the impression of an interested, well-prepared applicant.

Birth Date	**Social Security Number**	**Draft Status**

Education	**Name & Address**	**How Long Attended**	**Year Graduated**	**Course/ Degree**
Grade School				
Senior H.S.				
Vocational				
College				
Business or Corres. Sch.				
Other Training				

WORK EXPERIENCE ***(Employment Record)***

Employer's Name & Address	**Supervisor**	**From**	**To**	**Wage/Salary**

Reference	**Address**	**Phone Number**

Any other information.

Pathways To Employment, 1980 Edition, Guide To Job Placement. Madison-Oneida County Board of Cooperative Education Services, Spring Road Verona, N.Y. 13478.

COOPERATIVE EDUCATION PROGRAM Greece Central School District C.E. W.E.

(last name) ______ (first name) ______ (grade level - homeroom no.) ______

(address) ______ (zip code) ______ (home telephone no.) ______

Birth date ______ Age ______ Career goal ______

Company name ______ Supervisor ______

Company address ______ Company telephone no. ______

Social Security no. ______ Do you have a work permit? Yes ______ No ______

Duties on the job ______

CHECK COURSES

Business & Marketing	Now	Future
Marketing & D.E. I		
Marketing & D.E. II		
Sec. Prac. I		
Office Prac. I		
Office Prac. II		
Bookkeeping I		
Bookkeeping II		
Shorthand I		
Shorthand II		
Other Bus. Courses		

Industrial Arts Level II or III	Now	Future
Construction		
Drafting		
Electricity		
Graphic Arts		
Metals		
Photography		
Plastics		
Transportation		

Home Economics Level II or III	Now	Future
Food & Nutrition		
Clothing & Textiles		
Child Care		
Horticulture		
Other Career Related Courses		

Majors ______

Wemoco ______

Explorers ______

CO-OP-Rev. 5/79

Availability	
Summer	
From Noon	
After School	
Evenings	
Weekends	

Location	
Dewey-Northgate Area	
Longridge Mall - Greece Town Mall	
Ridge Road West	
Downtown Rochester	
Unlimited-Any Area	

	Yes	No
Driver's License?		
Access to a car?		

If employed, would you prefer to remain. ______ Yes ______ No

Comments: ______

Other Work Experience ______

Type of Work Desired

1st Choice ______

2nd Choice ______

Hobbies ______

School Activities ______

DO NOT WRITE BELOW THIS LINE

Coordinator's Comments:

SCHOOL ATTENDANCE ______

GRADE AVERAGE ______

COLLEGE ______

CO-OP-004-Rev. 7/81

Greece Central School District
COOPERATIVE EDUCATION PROGRAM

5th copy for employer

DUE DATES__________

STUDENT____________________ SCHOOL__________ JOB TITLE____________

COMPANY__________________ SUPERVISOR__________ COMPANY ADDRESS__________ ZIP________

1. UNSATISFACTORY
2. SATISFACTORY
3. ABOVE AVERAGE
4. OUTSTANDING

	FIRST MARKING PERIOD				SECOND MARKING PERIOD				THIRD MARKING PERIOD				FOURTH MARKING PERIOD			
PERFORMANCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Quickness to Learn																
Quantity of Work																
Quality of Work																
Communications:																
Listening Skills																
Verbal Skills																
Written Skills																
Cooperation with:																
Supervisors																
Co-Workers																
Public																
Attendance																
PERSONALITY																
Attitude - (Enthusiasm)																
Responsibility																
Initiative - (Self-Starter)																
Appearance																
Courtesy																
Loyalty																

JOB COMPETENCIES (List tasks)

____

____

____

Supervisor's Signature

By: 1st Period____________________ DATE

2nd Period____________________ DATE

3rd Period____________________ DATE

4th Period____________________ DATE

Use reverse side for any comments. Please discuss evaluation with Co-op student.

The Cooperative Education Program does not discriminate in accordance with Title IX of the Educational Amendments of 1972. In addition New York State and Federal Law prohibit discrimination because of Age, Sex, Race, Creed, Color, National Origin, or Handicap.

COORDINATOR'S MONTHLY REPORT

MONTHLY REPORT OF COOPERATIVE VOCATIONAL EDUCATION COORDINATOR'S ACTIVITIES

FOR LOCAL USE ONLY

NAME OF SCHOOL ______________________ MONTH ____________ 19____

Date	Code	Student's Name and Occupation	Comments Describing Activities

COORDINATOR ______________________ MILEAGE FOR MONTH ____________

CODE

1. Coordination 2. Instructional Materials 3. Promotional 4. Public Relations 5. Guidance
6. Administrative Contacts 7. Advisory Committee Activities 8. Club 9. Labor-Management
10 Home Visitation 11. Other

Handbook For Cooperative Vocational Education In Illinois
State Board of Education. Illinois Office of Education, Springfield 62777.

CENTRAL SCHOOL DISTRICT

AUTHORIZATION TO RELEASE STUDENT RECORD INFORMATION

With regard to the student record ____,
(Please Print Student Name)

I hereby authorize the Central School District to release the following information, i.e., High School Transcript, Test Scores, Activity Sheet, Attendance:

____

____

____

______ Application to colleges

______ Application to employers

______ Other (specify)__________________

_____I am in parental relationship to
a student under 18 years old.

____
Signature of parent/guardian

_____I am a student over 18 years.

____
Signature of student

Certificate of Appreciation

SMITHTOWN HIGH SCHOOLS

Cooperative Education Program

Awarded To

____

for cooperating as a training station in the above Program, 19____ 19____

____

Coordinator

Superintendent

SMITHTOWN HIGH SCHOOL

Cooperative Work Experience Program

ADVISORY COMMITTEE MEMBER

THIS IS TO CERTIFY THAT is a member of

the Cooperative Work Experience Advisory Committee for the current school year 19 -19

Cooperative Work Experience is an instructional plan which combines learning experiences gained through regularly scheduled employment in the community and vocationally oriented in-school instruction. The employing community serves as a laboratory where students have an opportunity to apply the principles and practices they have learned in school in the changing world of work.

In order to provide a desirable environment for this program, an advisory committee, composed of recognized business leaders, has been established to offer constructive advice on matters involving promotion, organization, policies, instruction and general operation.

As a committee member, the above named person will provide invaluable service to the public schools of this community.

This certificate issued by the public schools.

19

Teacher-Coordinator

Superintendent of Schools

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NOTE: The three pages of this Appendix were excerpted from Industrial Arts Safety - A Management Plan. The University of the State of New York, The State Education Department, Bureau of Industrial Arts Education, Albany, New York 12234

THE RESPONSIBILITY FOR SAFETY INSTRUCTION

Ultimate responsibility for safety instruction rests with the Board of Education. In practice, however, this task is shared by parents, the Board of Education, school administrators, teachers and students. Each has a role to play which should result in providing the environment and means to promote acceptable attitudes and desirable behavioral patterns in students.

Responsibility of the Board of Education

Since legislation allows tort claims against a school district, the responsibility for providing a safe industrial arts facility rests with the Board of Education, including the allocation of funds to provide a safe working and learning environment. The success of a safety program is dependent to a great extent on the environment in which students work and learn. The development of policy concerning safety not covered by law or regulation also rests with the Board. In addition, the Board of Education must provide specialized safety equipment such as eye protective devices, gloves, aprons and extinguishers and provide adequate ventilation for harmful dust and fumes. Education law authorizes the Board of Education to purchase insurance for protection against tort claims should an accident occur. Refer to subdivisions 7 and 7-a of section 1604, and, subdivisions 8 and 8-a of section 1709 of Education Law.

Responsibility of the Administration

The authority delegated by the Board of Education to the local school administrator is that of assuring the industrial arts program has sufficient facilities, tools and equipment needed for the teacher to implement an ongoing safety program.

The administrative role should include assuming primary responsibility for planning safety programs, requiring surveys, organizing safety instruction for staff, enforcing safety practices, correcting hazards, promoting desirable attitudes toward accident prevention, obtaining professional assistance when needed, assuming responsibility for injury, providing adequate and safe facilities, maintaining staff interest in safety efforts and providing inservice safety workshops.

Administrators are accountable for identifying a system for evaluating effectiveness of safety instruction, avenues for reporting deficiencies in equipment and facilities and supervision of safety instruction. Administrators also should assure the means for correcting unsafe equipment or conditions. The State Education Department in its consultative role provides leadership and direction to assist school district administrators in the development of practical safety programs. This leadership is fulfilled through bulletins, newsletters and consultative services. The enforcement of regulations is the responsibility of the local Board of Education trustees or other persons in charge, drawing on all available counsel and resources.

Responsibility of the Teacher

The responsibility of the teacher is to discharge his duties within the scope of his employment. Other aspects of the teacher's role should be defined by district policies established by the Board of Education. The main burden for implementation of a school shop safety program and the prevention of accidents rests with the industrial arts teacher.

In addition, the teachers should be knowledgeable in the hazards of their subject area. Aware of child growth and development patterns, psychology of learning and adolescent psychology, the teacher should utilize various teaching methods and safety resources available as well as incorporate safety as a regular part of instruction.

When accepting employment in a school district a teacher accepts the obligation to assure that a safe working environment and safety instruction and student evaluation will be integral parts of the instructional program. Furthermore, a teacher accepts a professional obligation to safeguard and educate those who have been placed in his trust.

Responsibility of the Student

Students should recognize that because of their lack of experience they must take extra care to always use their best judgment, to safeguard themselves and others while working in the industrial arts laboratory.

However, each student must assume some of the responsibility for his own safety and that of his classmates. The student has the responsibility to work and learn within the bounds of school policies and safety regulations. The student should strive to develop desirable behavioral patterns and attitudes by accepting directions, advice and counsel of teachers.

Obligation of the Parents

The cooperation of parents is of upmost importance. Safety education begins at home and extends to the school.

Parents exert the greatest influence of all upon their children. Safe habits and attitudes learned in early childhood are the most enduring. As youngsters mature, responsibility for their safety shifts from their parents to themselves. Parents and teachers can often assist each other in this transfer of responsibility for each individual student. Cooperatively, they can help the student to develop self-confidence and understanding.

SAFETY INSTRUCTION - AN INTEGRAL PART OF A COURSE

The teacher is responsible for both academic and safety instruction. Thus, the teacher must accomplish the following where safety instruction is concerned: develop a sense of responsibility in each student for his own safety and that of those around him, instruct students that the effective way of doing something is the safe way of doing it, help students recognize situations involving hazards, promote desirable behavioral change in students by helping them learn safe practices for use in day-to-day activities.

Development of Desirable Safety Habits - A basic element in the process of promoting desirable student behavioral patterns when working with tools and machines is the instructional process. Acknowledging the fact that the quantity and quality of instruction will vary with each instructor, the following sequence of instruction will help assure the student can safety qualify before using any tool or power machine in the industrial arts laboratory.

Orientation - Orientation is usually a briefing about the machine and its uses. Identification of major parts and adjustments usually are discussed. Safety instruction begins at this time, using visual aids when possible.

Demonstration - Safety instruction is continued during the demonstration phase to emphasize and clarify safe operations. The instructor usually demonstrates the use of the machine in the following cycle:

a) Preparation
b) Operation
c) Shutdown

During the demonstration the student should be able to ask questions to clarify points that may be unclear.

Safety Check - To determine the student's awareness of the dangers and safety practices involved when using a machine or hand tool, a written test should be administered and successfully completed by the student. To further demonstrate competency the student may be required to pass a performance test under the direct supervision of the teacher.

Teacher Judgment - When the student successfully completes a written test on machine operations and his performance indicates he can safety use the equipment, the teacher then must make a judgment as to the student's confidence and maturity before permission is given to operate the machine. Permission should be given each time a student uses a piece of equipment rather than on a semester basis.

OCCUPATIONAL EDUCATION ORGANIZATIONS, AGENCIES AND RESOURCE PERSONS

Coordinators should take every advantage of opportunities to update and upgrade their background through active membership and participation in various professional, civic and service organizations.

American Vocational Association (AVA) - Represents all vocational educators nationwide, has strong lobbying power, holds national and regional meetings and provides publications and newsletters.

New York State Occupational Education Association (NYSOEA) - Serves as an umbrella for all New York State occupational education organizations. Provides a newsletter, an annual conference, and legislative support.

Work Experience Coordinators Association of New York State (WECA) - Provides resources, literature, a newsletter, workshops and an annual conference.

Association for Vocational Education Administrators (AVEA) - Members include occupational education directors, principals, supervisors, teacher educators, curriculum coordinators and State Education Department supervisory personnel. Provides legislative support for occupational education at national and State levels. Sponsors research studies, and supports development of cooperative education programs.

School Administrators Association of New York State (SAANYS) - Provides training for new administrators, workshops and seminars, journals, child advocacy with private/State agencies, guidance for academic disciplines in New York State, and national leadership workshops for school executives.

International Association for Personnel Women (IAPW) - Comprised of representatives from business, industry and education. Provides workshops, publications, conferences, and consultants in relation to personnel management.

Chamber of Commerce - Serves the business and industrial interests of the community and area. Provides contact with civic and business leaders.

Service Organizations (Rotary, Kiwanis, Lions, Business and Professional Women, Altrusa, Zonta) - Provide contacts with business and professional community.

Comprehensive Employment Training Act (CETA/Manpower Offices) - Local county agency that assists in training the economically disadvantaged in both public and private sectors.

Economic Development Agency - County-based organization focusing on the economic vitality of the area. Coordinators can assist in providing trained personnel for new and expanding industries.

Private Industry Council (PIC) - Corporation composed of business people to provide training programs for the private sector using Federal and/or State funds.

Regional Occupational Education Coordinators - Represent 13 occupational education regions and coordinate the occupational education delivery system in each of these areas to make the best use of funds.

Industry-Education Coordinators - Primarily funded by industry for projects and activities which will develop a better working relationship between the business and educational sectors.

New York State Division for Youth - Has offices throughout the State. Some employment programs offered by Youth Boards are KIDS COMPANY (Similar to RENT-A-KID), and Youth Employment Service for income-eligible students with primary employer nonprofit agencies. Additional information is available from the New York State Division for Youth, or the local town youth board.

Office of Vocational Rehabilitation (OVR), New York State Education Department - Cooperative educational programs may be written in conjunction with OVR to provide funding for students with handicapping conditions.

Targeted Jobs Tax Credit (TJTC) - Economic Recovery Act 1981 effective January 1, 1982, enables an employer who employs an economically disadvantaged student from a qualified cooperative educational program certified by the State Education Department to take a tax credit for 50% of the first year's wages and 25% for the second year's wages of each student in the program.

APPENDIX J

RESOURCES

GOVERNMENT PUBLICATIONS

A Guide to Career and Occupational Information. New York State Occupational Information Coordinating Committee, Dept. of Labor, State Campus, Albany, NY 12240. 1980.

A Handbook for Members of Advisory Councils for Occupational Education. New York State Education Department, Office of Occupational and Continuing Education, Albany, NY 12234.

A Handbook for Members of Consultant Committees for Occupations. New York State Education Department, Office of Occupational and Continuing Education, Albany, NY 12234.

Child Labor Requirements in Nonagricultural Occupations, WH publication 1330, Bulletin No. 101, U. S. Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Employment of Full-time Students at Subminimum Wages under the Fair Labor Standards Act. WH Publication 1250, Revised 1980, U. S. Department of Labor, Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.

Guidelines for Students Rights and Responsibilities. New York State Education Department, Task Force on Student Affairs, Albany, NY 12234. 1979.

Handy Reference Guide to the Fair Labor Standards Act, WH Publication 1282, Revised 1978, U. S. Department of Labor, Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402

Laws Governing Employment of Minors, New York State Department of Labor, Division of Labor Standards, State Campus, Albany, NY 12240. 1980.

Standards Governing Civil Rights in Vocational Education Programs. New York State Education Department, Division of Occupational Education Supervision, Albany, NY 12234. 1980.

Your Child's Right to an Education. New York State Education Department, Office for Education of Children with Handicapping Conditions, Albany, NY 12234. 1978.

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Phelps, L. Allen, Career Exploration and Preparation for the Special Needs Learner. Allyn and Bacon, Boston, MA. 1977

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Wentling, Tim. Evaluating Occupational Education and Training Programs, Allyn and Bacon, Boston, MA. 1980

Winefordner, David. Exploring Career Decision-Making. McKnight Publishing Company, Bloomington, IL. 1978

Zedlitz, Robert Getting a Job. (Kit) South-Western Publishing Company, Pelham Manor, NY. 1981